Los Angeles Unified School District

Petition
for Conversion to Affiliated Charter
Submitted by:

Enadia Technology Enriched Charter (ETEC)

Submitted May 2012
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INTRODUCTION

Purpose
The Enadia Technology Enriched Charter (Enadia Way Elementary) community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD or the District).

The student-centered rationale for becoming a technology charter is to tap into our students’ love of electronics to help them achieve academic success. In addition, a recent study conducted by the U.S. Army Research Institute for Behavioral and Social Sciences, the Consortium Research Fellows Program, and The Boise State University College of Education indicates, “Appropriate use of technology contributes to student learning. With proper implementation, computer technology can transform the classroom and create a superior learning environment.” The same study states that technology-rich classrooms increased student motivation and decreased discipline problems.

Closing the achievement gap for Latino students and the Socially & Economically Disadvantaged population has been a focus in education since No Child Left Behind. After two-thirds of a year of existence, Enadia Way staff examined its first CST scores. Only about 39% of the students scored proficient and advanced in English Language Arts. For the school’s Latino population, the figure was only 30%. In Math, the score was only 35% for those who scored proficient & advanced, slightly lower for Latino students at 33%. Since our school is Title 1 school-wide, the Socially & Economically Disadvantaged percentages mirror the ones for the whole school. Enadia Way invested in technology to target those students as well as those who have not reached proficiency in Language Arts and Math on the CSTs. Technology also efficiently extends curriculum for those working on grade level and beyond. Therefore, although intervention was our school’s primary focus, GATE students also benefit from the school’s up-to-date technology.

The purpose of the Enadia Way Elementary affiliated charter school petition is threefold:

- First, it enables the school to build on its current academic successes and strengths: 2012 California Distinguished School, an API increase of 68 points and to incorporate the grassroots efforts of its community of stakeholders including parents, students, business partners, support staff and teachers.

- Second, it provides a focus through which the school offers a rigorous, enriched educational program for a wide range of student needs.

- Third, an affiliated charter designation will enable Enadia Way to aggressively implement a 21st century curriculum that not only meets, but also exceeds the minimum academic standards established by the District. The charter school curriculum will incorporate technology with higher-order thinking skills, standards-based learning, multiple intelligences, and multimedia literacy across the instructional spectrum. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of state-of-the-art tools and strategies in the classroom, students will grow in their ability to access information, to understand and prepare to become a part of the global community.
Enadia Way is a successful school energized with a tight-knit community of staff, parents, and students. We became eligible for the California Distinguished School award this year. We are a School-wide Title I school. However, we are increasingly faced with challenges that threaten our ability to maximize our students’ potential. Obstacles include declining State and District budgets, decreasing neighborhood enrollment, growing class size, and fewer faculty and support personnel. We are also located in the West Valley of LAUSD surrounded by very high performing Non-Title 1 schools. Our families continually shop these competitive schools and some Gifted and high achieving students are recruited. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population (Special Needs, English Language Learners, Gifted, S.E.L. (Standard English Learners) and students performing at and below grade level). Our school is continually challenged to do more with less. We have a very small student population yet we are at our capacity with 260 children. Our Norm Day numbers generate a very small budget with many restrictions due to Federal compliances.

As a small Title I school we also have very limited resources. Most of our budget is utilized in purchasing: in the classroom Categorical Programs Advisors, Learning Center (Limited Contract) teacher, Professional Development and our four teaching assistants, who assist with our E.L.L (English Learners), and the R.T.I.2 (Response to Instruction and Intervention) population. As a result of our limited budget, we rely on District supplied materials and programs for our core curriculum or we go lacking the necessary instructional tools to further our students along academically.

Internally, we have encountered a growing gap between the resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we anticipate mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide Enadia with the means to overcome some of these difficulties and to achieve the goals established by the community so that every student reaches his or her highest potential and compete with neighboring Non-Title 1 Schools who have become or are becoming Affiliated Charters.

Goals of the Enadia Technology Enriched Charter (ETEC)
Enadia Technology Enriched Charter’s primary goal is to provide an innovative instructional program that actively engages all children to embrace learning, achieve to their highest potential, and master a 21st century curriculum to accomplish the following:

- Maximize student achievement, based on state and District-established academic standards and additional assessment techniques; including performance assessment, differentiated assignments, student led conferencing, oral presentations and self-assessment.
- Increase interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups, such as children identified below grade level, Gifted, and English Language Learners.
- Encourage the use of innovative teaching methods which will include technological instruments, the use of assessment data to meet the needs of our diverse student population and empower our teachers through targeted professional development.
• Provide Enadia families an active role in shaping the learning program and educational priorities that contribute to the school’s success.

• Through articulation with community, middle, and high schools, Enadia Technology Enriched Charter will be the first step in a continuous pathway of outstanding public education.

As a Title I School, our secondary goal is to leverage Enadia’s documented outcomes and best practices in all aspects of building a successful community school. Enadia Technology Enriched Charter will serve as a model among elementary schools in the District. We believe that attaining affiliated charter status can yield benefits for Enadia as well as other small Title I schools. Enadia Technology Enriched Charter can serve as a successful “real world” model for those schools that seek to close the achievement gap, engage the whole community in the success of the school, and prepare children to be academically successful for life.

**Description of the School**

Enadia Technology Enriched Charter, an affiliated charter school for grades kindergarten through fifth grade, is located at 22944 Enadia Way in West Hills, CA 91307, in Local District 1 of the Los Angeles Unified School District.

Enadia Way Elementary School is currently designated as a School-wide Title 1 and a P.H.B.A.O. school. We currently have two Kindergarten and First grade classes, one Second grade class, a split grade of Second and Third, one Third grade class, one Fourth grade class and another split class of Fourth and Fifth grades, a Resource Specialist Program/Learning Center and a Pre-School Mix (PSM) special education class.

**The Enadia Technology Enriched Charter (ETEC) and Its Community**

The Enadia Technology Enriched Charter site (the former Enadia Way Elementary School) is located in the West San Fernando Valley. The school was closed for 30 years prior to its reopening in 2008-2009 school year. It was reopened to alleviate a nearby overcrowded year-round school.

In the immediate geographic area of, there are 8 private and public school options available for families that reside within the school’s boundaries.

Our intent is to preserve our core population, while at the same time, opening our enrollment to an even broader base of students within the District, to continuously strengthen the diversity of the school. We believe that by becoming a more diverse school – one that embraces children of all ethnic and socio-economic backgrounds and achievement levels – we will strengthen our ability to matriculate students through fifth grade with a deeper appreciation for the diversity inherent in Los Angeles and the greater global community. As a charter school the school can serve students beyond the current attendance boundary.
Recent Awards
- California Distinguished School 2012
- Target $100,000 Grant to Improve Schools 2012
- Certificate of Recognition City of Los Angeles – Grand Opening of California Natural Habitat Garden 2011
- Bronze Award Healthier US Challenge Michelle Obama 2011
- Campus Beautification Local District 1 Grand Prize 2009-2010
- District 1 School Beautiful 2nd Place 2008-2009

Enadia Technology Enriched Charter (ETEC) will use its resources to establish itself as an innovative center of learning and a vital part of the West Hills community. Enadia Technology Enriched Charter will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students for educational and career success for years to come.

Affirmations and Assurances
Enadia Technology Enriched Charter will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Enadia Technology Enriched Charter will not charge tuition and will admit all pupils who wish to attend according to EC 47605(d)(2)(A). Enadia Technology Enriched Charter will not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Enadia Technology Enriched Charter will determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity. Preference shall be extended to pupils who currently attend Enadia and the pupils who reside in the District EC47605(d)(2)(B). Enadia Technology Enriched Charter Academy will not require any child to attend the charter school or any employee to work at the charter school.

Enadia Technology Enriched Charter (ETEC) shall:
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school.
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B).
• Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

• Not require any child to attend the Charter School nor any employee to work at the Charter School.

• In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter 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.

• Any reference to [Charter School] herein means Enadia technology Enriched Studies.

• The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.
ELEMENT 1: THE EDUCATIONAL PROGRAM

What it Means to be an Educated Person in the 21st Century

To be an effective citizen in the 21st Century, students must be able to exhibit a range of functional, critical and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently in order to work and contribute to the ever-changing social and global society. The new millennium was ushered in by a dramatic technological revolution and we now live in an increasingly diverse, globalized, and complex, media-saturated society. According to Dr. Douglas Kellner at UCLA, this technologized revolution will have a greater impact on society than the transition from an oral to a print culture. (Keller, Douglas; New Media and New Literacies: Reconstructing Education for the New Millennium). A well educated person in the 21st century needs to have the following seven survival skills advocated by Tony Wagner in his book, The Global Achievement Gap:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

ETEC believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident and self-motivated lifelong learners that are active participants in their community.

An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.

Students at ETEC will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships.

ETEC’s students will reason, question and inquire. They can apply the Scientific Method of Investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively. To be effective in the 21st century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. Our students must have the ability to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it 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.” Ed.Code § 47605(b)(5)(A).
How Best Learning Occurs

Learning best occurs when all teachers, parents and community members fulfill their joint collaborative responsibility to provide a culture of education that challenges and nurtures the development of every child. Our diverse school will provide each student opportunities to broaden their learning and have much success as a contributing citizen. ETEC will work with the community resources such as Kiwanis and Target and LAUSD Beyond the Bell – Youth Development Program (YDP) that are currently established to provide additional enriching opportunities for our students: gardening, music, technology, cooking, drama, robotics, engineering and art.

Working together creates an atmosphere focused upon the importance of education, which in turn inspires collaborative learning. Learning occurs best when learners enjoy the process. Students, teachers, parents, support staff, and community members are all encouraged and appreciated for their efforts to make ETEC an awesome place to receive and education.

Learning best occurs when project-based curriculum is aimed at engaging students in addressing real- world problems, issues important to humanity, and questions that matter. The study, by the Cognition and Technology Group at Vanderbilt University (Educational Psychologist, 27 (3): 291-315), examined student competence in basic math, word problems, planning capabilities, attitudes, and teacher feedback. Students who had experience in the project-based work performed better in all categories.

First - we must maintain student interest by helping them see how what they are learning prepares them for life in the real world. Renate Caine illustrates on p. 113 of her book Making Connections one interactive element that is essential to learning:

Second - we must instill curiosity, which is fundamental to lifelong learning. “Curiosity and thus learning thrive when connected to and/or emergent from contexts which are familiar and meaningful to the learner.” (From Teaching to Mentoring by Lee Herman and Alan Mandell)

Third - we must be flexible in how we teach. “Differentiation in response to student readiness does not suggest we abandon the curriculum, but rather that we adapt our teaching in ways to make the curriculum appropriately challenging for a range of learner.” (Differentiation in Practice by Carol A. Tomlinson and Cindy A. Strickland)

Fourth - we must excite learners to become even more resourceful so that they will continue to question and to learn outside the formal school day. What you learned in the classroom should now be a foundation for a journey of lifelong learning”, emphasized Kern Community College District Trustee Stu Witt. (Commencement Speech, Cerro Coso Community College, May 14, 2011)

Fifth - we must provide an atmosphere where students can learn and have fun. Renowned psychiatrist William Glasser has written and spoken about the strong connection between fun and learning. “Fun is the generic payoff for learning,” Glasser’s Choice Theory identifies fun as a basic need that drives human behavior.

Learning best occurs when students are engaged. The traditional picture of a classroom is a roomful of students sitting quietly at their desks while the teacher does all the talking. Today, we know that is not how learning occurs. (Bruner (1986) and Vygotsky (1978)) The person doing the
most learning is the one doing the most talking. At ETEC, we want our students to TALK!! We use a variety of instructional strategies to help our students get actively involved in the learning process. We pair up, we team up, we ask our students questions. We ask our students to ask the questions! We incorporate SDAIE strategies to reach our ELLs, we incorporate Sandra Kaplan’s Depth and Complexity icons as well as Marcia Tate’s Brain Compatible strategies - and we incorporate these strategies because it is just good teaching! We get students up and get them moving – being sensitive to different learning modalities. If the students are bored, chances are the teacher is bored too. We want to have fun when we are teaching, so we make learning fun for our students. If it's fun, it's memorable. If it's meaningful, it's memorable. So we make learning fun and meaningful to our students so that they remember what they've learned.

Variety is essential for learning to take place. (John Dewey, Jean Piaget) At Enadia Technology Enriched Charter, we do not neglect all the other subjects besides Language Arts and Math. We teach Science and Social Studies. We teach Health. We teach PE. We teach Art. We combine the subjects to make it more exciting and meaningful. We vary our instructional program with experimentation, research projects, field trips, visual context, online learning, class discussions and online learning such as discussion forums, wikis and blogs to enable learners to actively construct knowledge. Children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences. (http://www.thirteen.org/edonline/concept2class/constructivism/index_sub5.html)

ETEC will serve as an academic arena to develop life-long learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning. (Education Week Research Center: Student Health - Highlighting the data behind nutrition, physical activity, and healthy environments, this webpage from the nation’s leading education newspaper provides good resources for addressing the whole child. http://www.edweek.org/rc/issues/student-health/) Well-qualified teachers, support person and diverse classrooms environments will provide optimal opportunities for every child to be reached and supported in their educational development. Outdoor and indoor classroom instruction will take into account the multiple modalities of learning (Gardner), the development of the whole child (Piaget, Erikson & Lev Vygotsky’s), and the differences of abilities among students (Marcia Tate).
School Information

School Name: Enadia Technology Enriched Charter

The Address of the Charter School is 22944 Enadia Way, West Hills, CA 91307

The Telephone Number of the Charter School is (818) 595-3900

The Contact Person for the Charter School is Vivian Cordoba, Principal

The Term of this Charter School shall be from August 13, 2012 through June, 2017

The Number of Rooms in the Charter will be 12

The Grade Configuration is Kindergarten – Grade 5, year one through the duration of the charter

The Number of students in the first year in the Charter will be 253 as determined by LAUSD

ECAST

The Grade-level(s) of the Students the first year will be Kindergarten – Grade 5

Opening Date: August 13, 2012 on the opening date established LAUSD.

The Admission Requirements include: School will follow standard District policy and guidelines on admission, see also Element 8 - Admission

The Instructional Calendar will adhere to District Traditional Early Start-Single-track calendar year.

The Operational Capacity will be determined by the District ECAST: 12 classrooms. If space available, traveling students will have the option to attend.

The bell schedule for the Enadia Technology Enriched Charter will be:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:56</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>08:01</td>
<td>School Begins</td>
</tr>
<tr>
<td>09:40</td>
<td>Kindergarten Recess Begins</td>
</tr>
<tr>
<td>10:00</td>
<td>Kindergarten Recess Ends</td>
</tr>
<tr>
<td>10:10</td>
<td>Upper Grades Recess Begins</td>
</tr>
<tr>
<td>10:40</td>
<td>Upper Grades Recess Ends</td>
</tr>
<tr>
<td>11:45</td>
<td>Kindergarten Lunch Begins</td>
</tr>
<tr>
<td>12:25</td>
<td>Kindergarten Lunch Ends</td>
</tr>
<tr>
<td>12:00</td>
<td>Upper Grades Lunch Begins</td>
</tr>
<tr>
<td>12:40</td>
<td>Upper Grades Lunch Ends</td>
</tr>
<tr>
<td>2:24</td>
<td>End of Day Dismissal</td>
</tr>
</tbody>
</table>

Exceptions:
- School is dismissed at 1:24 P.M. on Tuesdays (Banked days).
- On Minimum Days, school begins at 8:01 A.M. and dismissal is at 12:45 P.M.
• Brunch is served from 10:00 A.M. to 10:30 A.M. on Minimum Days., there is no standard recess or lunch.
• On Shorten Days school is dismissed at 1:45P.M.

A. Students the School Proposes to Serve
Currently, Enadia Way Elementary School accepts children who live within our local school boundaries and a limited number of permits, on a space-available basis.

Some facts about the current population of Enadia Way Elementary School:

• Enadia has an A.P.I. of 838.
• The number of identified Gifted & Talented students is 6%
• The number of English Learners is 15%
• Special Education, including Speech and Language students, comprises 12%
• Classes are comprised of GATE, Special Education, English Learners as well as students performing at/ below /above grade-level.

In the last three years, our enrollment numbers have fluctuated slightly with an average of 250 students ranging from 55 students in 2009 to 225 in 2012. Our target number of students for ETEC is 250 students. With the increase in class size affecting the 2010-2011 school year, enrollment declined slightly as many of our local families turned to other options presumed to offer better educational programs, including private schools, “smaller” high performing schools in the District, and S.A.S. and magnet programs at schools like Pomelo Affiliated Charter, and Welby Gifted Magnet Affiliated Charter.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Student Enrollment</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>48</td>
</tr>
<tr>
<td>First</td>
<td>48</td>
</tr>
<tr>
<td>Second</td>
<td>48</td>
</tr>
<tr>
<td>Third</td>
<td>30</td>
</tr>
<tr>
<td>Fourth</td>
<td>38</td>
</tr>
<tr>
<td>Fifth</td>
<td>38</td>
</tr>
</tbody>
</table>

Demographic & Academic Achievement Data of Current and Target Population
If we are successful in doing so, we anticipate retaining more students from their Kindergarten year through fifth grade culmination. ETEC will offer a superior educational option to families in the West Hills community, and to students who reside in other parts of the District who are eligible for a permit. (See Demographic Information Table on next page.)
### Demographic Information
(Surrounding School Data) 2010-2011

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>Multi-Trac Track School?</th>
<th>Program Improvement</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible For Free/Reduced Lunch</th>
<th>% of Spec Ed. Students</th>
<th>% of ELL Students</th>
<th>% of Latin #1</th>
<th>% of Asian #2</th>
<th>% of African American #3</th>
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<tbody>
<tr>
<td>Haynes</td>
<td>430</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>910</td>
<td>9</td>
<td>8</td>
<td>27%</td>
<td>13%</td>
<td>5%</td>
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<td>13%</td>
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<td>Pomelo Community Charter</td>
<td>659</td>
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<td>Yes</td>
<td>893</td>
<td>9</td>
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<td>11%</td>
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<td>No</td>
<td>859</td>
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<td>12%</td>
<td>11%</td>
<td>18%</td>
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<td>Hamlin SAS</td>
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<td>Yes</td>
<td>890</td>
<td>9</td>
<td>10</td>
<td>41%</td>
<td>15%</td>
<td>26%</td>
<td>36%</td>
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<td>10%</td>
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<tr>
<td>Lockhurst E.S.</td>
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<td>No</td>
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<td>Yes</td>
<td>849</td>
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<td>2</td>
<td>24%</td>
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<td>10%</td>
<td>28%</td>
<td>9%</td>
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<tr>
<td>Welby Way</td>
<td>781</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>954</td>
<td>10</td>
<td>2</td>
<td>15%</td>
<td>5%</td>
<td>2%</td>
<td>16%</td>
<td>27%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Other Applicable Characteristics of the Population Served

Enadia Way achieved Proficiency for all 2010-2011 at 56% for ELA and 69% for Math. Enadia has a student population of 214 with an API of 838. All AYP goals were met for 2010-2011. Enadia is not a program improvement school and is on a single track traditional calendar. The percentage of economically disadvantaged students is 65% with 15% English Language learners and a 36% reclassification rate. We have 59% Latino, 7% Asian, and 11% African American students.

Our goal and our challenge is to continue to advance an academically rigorous program that not only meets the minimum standards established by the District and N.C.L.B. (No Child Left Behind), but is differentiated and enhanced in a way that challenges and stimulates all students at Enadia Technology Enriched Charter.

### B. Enadia Technology Enriched Charter School Mission and Vision

#### Mission Statement

Our mission is to provide a vibrant, safe, and thriving neighborhood school at Enadia Technology Enriched Charter where Enriched and creative learning are incorporated in a rigorous academic program, and where the whole child is encouraged to flourish and grow. Our goal is to impart in our students the skills they need to succeed in the 21st century and to provide our entire community the opportunity to have an active role in the achievements of our school.

#### Our Motto

Enadia Technology Enriched Charter: “Soaring to the Future” (“Eat Well, Think Well” and to be “Technologically Fit and Beyond”).

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Vision Statement
At Enadia Technology Enriched Charter, our vision is to provide an academically challenging program that meets State standards and assists every child to realize their full potential. Enadia Technology Enriched Charter will provide students the 21st century skills that foster critical thinking, independence, and creativity needed to succeed in an ever-changing world. Enadia Technology Enriched Charter will build a model of excellence in public education through a learning program that:

- Infuses the arts, physical education, and technology into traditional, standards-based curriculum to provide a rich experience for all of our students.
- Includes hands-on, investigative learning in science and computer labs.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our students to make connections between the curriculum and the real world, and creates life-long learners.
- Develops and advances best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Provides a solid foundation in communication skills that people use every day, such as solving problems creatively, thinking critically, utilizing technology effectively, and working cooperatively and independently.
- Emphasizes social and community values that foster self-esteem and respect for each other.
- Meaningfully involves all stakeholders (parents, students, faculty, administration, and local community partners) in the continuous improvement and success of the school.
- Focuses on the health and well-being of all students to maximize academic achievement. (Eat Well, Think Well)
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

A Typical Day at Enadia Technology Enriched Charter (ETEC)
All children will receive an education in technology built upon the California State Frameworks and the Los Angeles Unified School District Master Technology Plan and Student Learning Standards. Students, teachers, and parents will have access to most current technological equipment and support for the use and application of technology in making a positive impact upon all facets of the educational experience.

A typical day at Enadia Technology Enriched Charter begins with our “Walk with Mozart” daily before school activity where the Principal, staff and students are invited to walk around the school’s track as energizing and soothing Classical music plays through outdoor speakers. School then begins with a school-wide flag salute followed by morning announcements which include signature practice Eat Smart, Think Smart healthy tips from the LAUSD Nutrition Network. All classes begin their day with the Language Arts block. All classes engage in reading and writing activities that reach across the curriculum. This learning block includes the implementation of instructional software focusing on Language Arts used during IWT/Universal Access Criteria charts and rubrics are used to maintain rigor and manage adherence to District and state standards.

Through the course of the day classes may visit the library, Multi-Purpose room for Music, Drama and Art as well as the Vegetable Garden, Butterfly Garden, and California Native Plants Habitat Garden and outdoor classroom. Guest teachers and Community members will be invited to enrich students learning by presenting lessons or presentations in the areas of Art, Music and Literature.
and Science. These extensions of learning enable all students to engage in the pursuit of academic excellence. They provide students with the opportunity to utilize different modalities of learning and engage all students in accessing their grade-level State and District standards.

The typical day continues with math curriculum. Every class engages students with interactive math lessons utilizing technology and math manipulatives. Flexible groups enable the teacher to meet the individual needs of all students. Students are made aware of math expectations by discussing and the posting the state standards.

The remainder of the day students can be observed receiving rigorous standards-based instruction in science, social studies, the arts, and health.

Typical day at ETEC – Enadia Technology Enriched Charter

<table>
<thead>
<tr>
<th>Activity Time Block</th>
<th>Description Structure &amp; Strategies</th>
<th>Integrated Opportunities For Program Enriched</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Morning Routine Morning Business 8:01 a.m. – 8:15 a.m.</td>
<td>- Attendance - Announcements</td>
<td>- Flag Salute - Daily Broadcasts</td>
<td>- Engage all community members - Dispense timely, critical initiatives - Enlist broad-based stakeholder participation - Celebrate and reflect on achievements</td>
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<tr>
<td>Language Arts Block 8:15 a.m. - 10:00 a.m. E.L.D. Instruction</td>
<td>-Teaching in flexible groups of standards-based and E.L.D. content, enhanced with California Treasures Reading Program - Lecture/discussion</td>
<td>- Cooperative Grouping - Differentiated curriculum for different learning groups - Accelerated Reader - Hands-on, inquiry-based instruction - Literature circles - Accumulation of student portfolios - Flexible Grouping</td>
<td>- Provide a stimulating, engaging and challenging environment for every student - Cross-disciplinary projects as a means to enhance critical thinking and various resources - Cross-disciplinary learning through the thoughtful use of technology to create an final product - Effective writing and speaking skills</td>
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<tr>
<td>Recess Kdg. 9:40 – 10:00 A.M. Grade 1 – 5 10:10 -10:30 A.M</td>
<td>-Snack and Late Breakfast -Assigned area games</td>
<td>-Caught being good -Eagle Dollars for 7 Pillars of Character</td>
<td>- Provide a stimulating, engaging and challenging environment for every student - Cross-disciplinary projects as a means to enhance critical thinking and various resources - Cross-disciplinary learning through the thoughtful use of technology to create an final product - Effective writing and speaking skills</td>
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<td><strong>Universal Access</strong>&lt;br&gt;Takes place throughout the day</td>
<td>- Writing Extensions&lt;br&gt;- Thematic Units&lt;br&gt;- Extensions&lt;br&gt;- Differentiation (G.A.T.E., E.L.L., Resource)&lt;br&gt;- Re-teaching Skills</td>
<td>- Library&lt;br&gt;- Computer Lab</td>
<td>- Grade-level reading&lt;br&gt;- Critical reading&lt;br&gt;- Reading skills and strategies</td>
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<td><strong>Mathematics Block</strong>&lt;br&gt;11:00 a.m. - 12:00 p.m.</td>
<td>- enVision Math Program&lt;br&gt;- Cooperative Learning&lt;br&gt;- Hands-on Manipulative Math&lt;br&gt;- Intervention, Re teach</td>
<td>- Flexible Grouping&lt;br&gt;- Hands-on equations&lt;br&gt;- Fact-A-Thon&lt;br&gt;- Hundred's Day</td>
<td>- Students reach benchmark, proficient, or advanced levels of proficiency in District, state and teacher-generated assessments&lt;br&gt;- Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real-world scenarios</td>
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<td><strong>Lunch</strong>&lt;br&gt;Kdg. 11:45-12:45&lt;br&gt;Grade 1-5 12:00 p.m. – 12:40 p.m.</td>
<td>- Sustenance&lt;br&gt;- Caught Being Healthy awards</td>
<td>- Student Council</td>
<td>- Global awareness&lt;br&gt;- Cooperative play&lt;br&gt;- Character education</td>
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<tr>
<td><strong>Afternoon Routine</strong>&lt;br&gt;Social Studies and Science Block&lt;br&gt;12:45 p.m. - 2:20 p.m.</td>
<td>- Standards-based curriculum&lt;br&gt;- Interactive/hands-on modalities to illuminate abstract concepts. &lt;br&gt;<em>These days alternate to allow for a concentration of activity</em></td>
<td>- State and District standards-based curriculum&lt;br&gt;- Interactive activities and models&lt;br&gt;- Hands-on Science Lab&lt;br&gt;- Computer Lab&lt;br&gt;- Simulations&lt;br&gt;- Learning through the Arts&lt;br&gt;- Lessons in the Art Center&lt;br&gt;- Multicultural dances&lt;br&gt;- Exhibits&lt;br&gt;- Presentations&lt;br&gt;- Field Trips</td>
<td>- Full integration of Arts and academics with real-world examples&lt;br&gt;- Cause &amp; Effect</td>
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<td>Dismissal 2:24 p.m.</td>
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<td>- Expert Visits</td>
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<td>- Career Day</td>
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<td>- Too Good For Drugs</td>
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<td>- Character Counts</td>
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B. Proposed Instructional Program

**Framework & Teaching Methodologies**
Enadia Technology Enriched Charter’s proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based instruction through thematic units in a cooperative group setting. Supporting these methodologies, ETEC teachers will utilize instruction to provide professional development by grade-level experts and instructional leads. Teachers will facilitate professional development with expertise in each subject area. All our methodologies will be supported by authentic assessments utilizing state, District, teacher-created, performance, and publisher assessments. These assessments will be utilized to help guide instruction, decide the appropriate teaching methodologies, and select the proper materials to improve student performance.

**Instructional Framework**
Enadia Technology Enriched Charter’s curriculum is based on the California State Standards and associated Frameworks in Language Arts, mathematics, science, social studies, visual and performing arts, and physical education. We believe that powerful learning and addressing the needs of our targeted multi-cultural population are best accomplished through a balanced program that combines curriculum-centered and student-centered instruction.

Systematic direct-instruction, guided practice, and the application of skills through our reading program will ensure that all students are exposed to District-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers. “Just as a single shoe size does not fit everyone; neither does a single learning environment ensure learning for all.” *(Dr. Patricia Hutinger, Learning Modalities: Pathways to Effective Learning, 2001)*

**Teaching Methodologies**
ETEC will use the research of Howard Gardner to recognize and encourage all students in their area of accomplishment as we address their multiple intelligences. We will participate in the Presidential Physical Fitness Program to recognize our kinesthetically gifted students. In addition, students will have hands-on instruction utilizing technology such as Smart Boards, iPads, and laptops. We have many talented students who have been recognized at a school and district level.
for their artistic abilities in the PTA Reflections Program. We will hold monthly assemblies that recognize students in multiple categories. They are rewarded for their citizenship, reflecting their interpersonal talents. Some grade levels recognize their artistically gifted students, as well as our academic stars. All students participate in our annual performance, highlighting their artistic talents. Many teachers have used the performing arts to bring Social Science standards and curriculum to life in theatrical presentations. The Arts Program has brought invaluable resources into our classrooms and allowed our teachers to teach to the multiple skills and talents of our students.

The teachers of Enadia Technology Enriched Charter will use current research and student data collected from state, District, publisher, and teacher-created assessments to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

**Academic Rigor** - Teachers create and design lessons that are engaging and meaningful. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are held accountable for their own learning.

**Clear Expectations** - Teachers clearly define and articulate state standards in “student-friendly” language to ensure academic goals are attained. Examples of work that meet or exceed the standards are posted in every room.

**Collaborative Groupings** - Teachers create small groups in order for students to interact with their peers. Students share their thinking processes that maximize learning. This allows teachers to make observations and assess students while facilitating their work.

**Cooperative groups** - Promotes diverse perspectives, student-centered learning, and teamwork.

**Criteria Charts/Rubrics** - These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives. Students are able to self-evaluate as they progress toward rigorous standards. This allows teachers to give effective feedback to the students.

**Direct Instruction** - Teachers use carefully planned direct instruction to teach standards-based lessons. Lessons are strategically planned incorporating multiple modalities and multimedia to successfully meet the needs of all students.

**Guided & Independent Practice** - Students are provided with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.

**Small Group Instruction** - Teachers create small groups to target students who need extra instructional time as well as preview and review.

**Differentiated Instruction** - Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

**Higher-Level Thinking** - Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the
highest stages of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.

*Integration of the Arts* - Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students’ thinking and learning experiences throughout the curriculum.

*Experiential Learning* - Learning by doing. Opportunities are provided for students to understand concepts through direct experiences. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students will process, analyze, and conceptualize the experience and provide the ability to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies ensures Enadia Technology Enriched Charter instructors can successfully meet the needs of all students which include these subgroups: G.A.T.E., Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

**Scope and Sequence to be Taught**
The scope and sequence of skills to be taught across the grade-levels and our approach to implementing the different subjects the school plans to teach have been outlined below. *All California State Standards will be addressed with grade-level planning so students receive uniform instruction.* The Charter School assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and professional development.


*Language Arts The Scope and Sequence of skills and knowledge are in the Appendix.*

- Maintain a rigorous curriculum that meets or exceeds the state content standards for language arts K-5.
- Develop students’ reading, writing, listening, and speaking skills to support academics across all disciplines.
- Develop critical reading skills.
- Support reading using the California Treasures Reading Program.
- Enhance reading using California Treasures, Literature Circles, Star Reader, and Accelerated Reader. Imagine Learning
- Critique, justify, and theorize in compositions/writing across the disciplines.
- Implement a school-wide writing program utilizing the writing process with an emphasis on the use of Thinking Maps.
- Construct creative writing stories and poetry.
- Develop students’ grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development, as well as integration of language arts embedded across curriculum.
- Apply vocabulary development in written and oral format.
- Demonstrate critical thinking skills specific to Bloom’s Taxonomy.
- Use technology as a tool for presentation projects and exhibits.
- Devote a minimum of two hours daily to language arts instruction in grades K-5.
• Devote a minimum of 45 minutes daily to English language development for our English language learners.

**Mathematics The Scope and Sequence of skills and knowledge are in the Appendix.**

• Maintain rigorous curriculum that meets or exceeds the state content standards for mathematics.
• Develop students’ mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
• Enhance mathematics using the enVision Math Program, manipulatives, technology, and supplemental materials.
• Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
• Apply math skills to daily problem-solving situations.
• Recognize relevant information and review applications by checking work.
• Discern operations necessary to solve word problems.
• Construct and strengthen understanding with math manipulatives and digital mediums.
• Connect math across disciplines (science, arts, technology, and history).
• Develop students’ skills using mathematical tools (protractors, calculators, computers, rulers, compasses).

**Science The Scope and Sequence of skills and knowledge are in the Appendix.**

• Maintain a rigorous curriculum that meets or exceeds the state content standards for science.
• Hypothesize and develop experiments utilizing the scientific method.
• Use hands-on experiments in the science lab to further research and prove or disprove conjectures.
• Integrate science and writing by using the language of the discipline.
• Theorize and view other subjects such as music, art, and theory, as a scientist.
• Understand the need for eco-friendly products and life-changes to better our local and global community.
• Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade-levels.
• Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

**History and Social Studies The Scope and Sequence of skills and knowledge are in the Appendix.**

• Maintain a rigorous curriculum that meets or exceeds the state content standards for history and social studies.
• Understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and historical periods.
• Relate over time historical events through critical thinking skills to find parallels and patterns.
• Interpret geographical and historical information to draw conclusions.
• Demonstrate an understanding of the cause and effect of historical events.
• Learn to be tolerant of diversity through multicultural activities.
• Research their own history through their heritage, culture, and ancestry.
Utilize role-play and interactive units to gain first-hand experiences.

Technology The Scope and Sequence of skills and knowledge are in the Appendix.

- Maintain a rigorous curriculum that meets or exceeds the state content standards for technology with such software programs as Accelerated Reading in Language Arts and Imagine Learning English for English Language Learners. Introduce and follow the ISTE standards for the implementation of technology.
- Utilize word processing to demonstrate written expression through technology.
- Explore artistic applications appropriate to each grade-level with programs such as PowerPoint, Comic Life, and iMovie.
- Work with data to identify and present information using spreadsheets (Excel).
- Use of the internet to broaden research capabilities.
- Identify and choose relevant information to enhance research.
- Utilize up-to-date sources of information relevant to study.
- Learn how to safely navigate the Internet.

Primary: Grades K-2 (45 minutes or more weekly)
- Students will learn how to open, use, and save a word document to showcase original ideas.
- Students will learn how to import a picture to help illustrate ideas.
- Students will use Microsoft PowerPoint or Apple’s Keynote to present an end product for one of the curriculum areas.
- Students will use desktops or laptops to access learning games or activities from state adopted language arts and math series (Treasures and EnVision).

Upper Elementary: Grades 3-5 (90 minutes or more weekly)
- Students, with teacher guidance, will evaluate online sources while researching an informational report.
- Students will use digital graphic organizers to outline ideas and to help plan long-term projects.
- Students will use Google docs to collaborate on digital presentations.
- Students will use iMovie or Comic Life to create original art or to alter existing art.
- Students will use a safe educational social communication site such as Edmodo to learn how to give and accept criticism when analyzing peer work.

Additional Enriched Instruction – The Arts and Physical Education

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the Arts, technology, and media. Students exposed to the Arts learn to think creatively and solve problems by imagining various solutions and rejecting outdated rules and assumptions. Questions about the Arts do not have only one correct answer. An Arts education exposes children to the incomparable. “The arts are a powerful catalyst for learning and achieving; when students engage in problem-solving and artistic expression they develop their own voice and sense of agency. Students need access to multiple pathways that engage 21st century habits and skills: with one out of every 6 jobs in the Los Angeles region linked to the creative economy, one of these pathways needs to be in the arts.” John Deasy, Superintendent of Schools LAUSD, (Arts Education Plan 2011-201, published 2011).

Enadia Technology Enriched Charter will provide additional Enriched programming to all students in the future. We will fully integrate each element into the curriculum, and show
evidence of research that supports the value of this approach to educating a diverse student population.

Enriched programs will be fully incorporated into the appropriate grade-level curriculum for all levels (K-5), and meet or exceed the established California Content Standards. ETEC will secure qualified specialists to teach these programs, which include, dance, music and physical education. These specific areas will be scheduled so that every student in the school has the opportunity to participate.

Dance
The dance specialist will work with each grade-level teaching appropriate State Standards in dance theory as well as instructing students in dances relevant to specific curriculum. In the primary grades students learn levels of space, bodily spatial awareness, cross-lateral brain exercises, and free movement as well as multicultural dances. In the upper grades, students learn appropriate rhythms, movement, principles of space, and historical and multicultural dances. All students learn to express themselves and find a variety of ways to kinesthetically express new concepts across the curriculum. Dance encourages the learning of mutual respect and self-discipline.

“When students dance together, they learn to cooperate and find they must go beyond tradition and authority if they are going to express themselves well. Participation in dance fills children with happiness that can carry over into the rest of their education. A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy.” (Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21 – 18, 2006; “Teaching Humanity”)

Music
The music curriculum at each grade-level supports the language arts, social studies, and science curricula while meeting the California State Music Standards. Many lessons include songs and music that explore and support all the disciplines across the curriculum. Students learn rhythm through the use of musical instruments, hand clapping, and singing in tempo.

"Since music training supports the brain’s ability to process sights and sounds, it provides support to emergent literacy skills for all students. Researchers at Long Island University found that music instruction over three-year period increased children’s vocabulary and verbal sequencing ability – key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability.” (Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004)

Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math-repeated, measured patterns of tones, rhythms, and words without realizing it. Several studies have confirmed this link. “When children learn rhythm, they are learning ratios, fractions, and proportions.” (Professor Gordon Shaw, University of California, Irvine)

Visual Arts
Visual arts state standards are taught by the classroom teacher. Students will learn specific grade-level standards of Artistic Perception, Creative Expression, Historical and Cultural
Contexts, Aesthetic Valuing, Connections, Relationships, and Applications. Research shows that art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation. “...the arts motivates students to become innovative and creative thinkers, increases learning for all students, and develops a sense of craftsmanship, goal setting, collaboration and focus...which increases self esteem and skills needed to succeed in school and beyond.” (Gail Davis, Executive Director of Young Audiences, Arts for Learning, 2010).

Theater
A Theater Arts teacher will work with classes once a week. The classroom teacher implements the theater arts state standards as well.

Students will learn specific grade-level standards of artistic Perception, Creative Expression, Historical and Cultural Contexts, Aesthetic Valuing, Connections, Relationships, and Applications. “Many of our students struggle...but through art education we have discovered a kinesthetic method to cement sounds with the written letter.” (Kitty Merk, Cleveland Students Thrive in Standard-Based Arts Integrated Experiences, 2010)

Physical Education
The physical education program provided to all grades is District-mandated and meets the state standards. This program is an important component in providing students with a healthy mind and body and also enhances the concepts of team sports and good sportsmanship. ETEC understands the importance of integrating physical education with organized and structured play. “Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers.” (McKenzie, Sallis, Faucette, Roby, and Kolody, 1993)

Technology
Grade Level Expectations

Kindergarten
- Treat computer and peripherals with respect
- Click and drag using a mouse or touch pad
- Select and use drawing and painting tools

First Grade
- Identify some parts of the computer
- Open and exit out of a program
- Choose a command from the menu bar using a mouse
- Click on hyperlinks to navigate around a web page
- Use letter keys, number keys, and the space bar to type a sentence
- Use the shift key to make capital letters

Second Grade
- Use correct terminology for parts of the computer and accessories (cursor, monitor, mouse, etc.)
• Use correct terminology for using the web (address bar, world wide web, search engine, etc.)
• Complete a simple web search using yahooligans or similar
• Use punctuation keys (period, comma, quotation marks)
• Save and access files on different computer storage devices
• Access the printer

Third Grade
• Make a folder and learn how to save a document to that folder
• Use special effects to graphics
• Copy and save an object from a web page
• Bookmark a web page
• Change text alignment using the tool bar
• Change line spacing
• Use different fonts, text sizes, and styles
• Spell check an entire document
• Word process and illustrate a story

Fourth Grade
• Find a lost file on the computer
• Identify the structure of a website including home page and hyperlinks
• Begin to communicate with others electronically (Google Docs, Edmodo, e-mail)
• Demonstrate an understanding of network etiquette
• Practice formal keyboarding skills
• Move and copy text between two documents
• Create a table
• Insert and format clipart and photos
• Create a graph on computer
• Conduct research by focusing on questions to be answered
• Use an online dictionary, thesaurus, and encyclopedia
• Cite sources
• Create a computer presentation

Fifth Grade
• Perform basic trouble-shooting procedures (check for loose cables, power)
• Navigate between multiple browser windows
• Compose, address, and send electronic mail
• Use appropriate etiquette when responding to electronic mail
• Touch type at a faster rate than handwriting
• Learn aspects of the tool bar such as inserting page breaks, headers & footers, numbered or bulleted lists
• Use transitions and animations into a slide presentation
• Conduct more advanced internet searches
• Write a friendly letter using a template
• Create a newsletter or brochure using a publishing program

All classes are equipped with or have access to document readers, laptops, and IPads. All classes have Smart Boards (interactive whiteboards) and are equipped with a group of at least 5
desktop computers and one printer. Teachers are able to effectively integrate technology across the curriculum. Teachers will use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance learning, creativity, and innovation in both face-to-face and virtual environments. Teachers will design, develop and evaluate authentic learning experiences and assessments incorporating technology. Teachers will continue to improve their professional practices, model lifelong learning, and exhibit leadership in the school by promoting and demonstrating the effective use of technology. Students are provided the opportunity to utilize technology to enhance their understanding of the concepts being taught. Students will use word processing programs, draw and paint software, presentation software (PowerPoint and Microsoft Publisher) to complete classroom activities in a range of subject areas, including reading, writing, math, and science. Students will be able to use the internet for research skills and experience using online dictionaries for continued mastery of vocabulary. Students will use online Thesaurus for mastery of synonyms. Students will develop Cyber Citizenship by learning the do’s and don’ts of using the Internet. Students are required to have a signed Acceptable Use Policy document on site. “The sender of progress will shift to other nations that are more committed to the pursuit of technical excellence. If we make the right choices, the United States can remain the global innovation leader that it is today”. (Bill Gates Talks Technology on Capitol Hill, ABC News, Melissa Chee, March 2008.)

How the Curriculum Addresses California Content Standards
All components of the ETEC curriculum plan will implement the frameworks for California public schools. All instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District until the full implementation of Common Core standards as prescribed by LAUSD. ETEC will determine the extent to which they will implement District-adopted curriculum and periodic assessments.

ETEC Governance Council will establish a Curriculum Committee that is directly involved with the staff in identifying and aligning curriculum, materials, and instructional content standards in each subject area. ETEC will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning.

How Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population
ETEC will address the needs of its entire student population by meeting and exceeding the state’s standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the special needs of the charter’s population. Students’ growth and development will be monitored and data will be collected and reviewed periodically. See Section C below for specific methodologies for the specified subgroups.

Evidence That the Proposed Instructional Program will be Successful with the Charter’s Targeted Population
Evidence such as CST scores, district periodic assessments, and E.L. portfolios, shows that the proposed instructional program will be successful with ETEC’s targeted population based upon data relating to Enadia Way’s historical instructional program and student population. With a focus on best practices in regards to the instructional program, Enadia Way Elementary was a Title 1 Achieving School for three consecutive years, and a California Distinguished School candidate in 2012. Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the students an opportunity to meet and exceed their levels of proficiency.
Teachers utilize ongoing assessments, collaboration, the District program (California Treasures), and a variety of teaching approaches to ensure all E.L.L. students progress in a solid foundation of reading, writing, listening, and speaking in English.

Enadia Way Elementary has met and in some cases exceeded District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from the administration, adhere to each individual student’s I.E.P., as well as conduct S.S.T.’s (Student Success Team) for students who are not proficient in academics, behavior, or work habits. S.S.T. meetings recognize the R.T.I. approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies. The goal is to enable struggling students to meet grade-level standards.

We are dedicated to identifying and addressing the needs of our G.A.T.E. and high-achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our GATE population reached just above the District’s norm at 6%. GATE will be paid from the affiliated charter school’s site based discretionary resources for additional level of services.

An integral part of ETEC’s instructional program, will be dedicated to providing additional Enriched programs. ETEC’s teaching staff, along with additional support, will provide instruction in each one of the designated fields (visual arts, music, dance, and technology). These Enriched programs infuse excitement, motivation, and high interest into the learning experiences of every child. Regardless of a child’s learning profile at ETEC, the Arts will play an enormous role in the success of all students.

**Kindergarten**

**Language Arts**
Students will have a daily journal activity with phonetic spelling with emphasis on conventions, writing whole words including c/v/c words, high frequency words, and words with long vowels and digraphs.
Teachers introduce the Writing Process by applying Thinking Maps which leads to writing three sentences on topic by year’s end.
Students will perform oral presentations and learn to speak publicly.

**Math**
Extending patterns
Use of money as part of morning business
Advanced place value instruction
—Zero the Hero program is used to promote base 10 understanding
Graphing is used daily—tally, bar, and pictographs used to enrich understanding of Comparisons

**Science**
Science Fair Projects
First Grade Enrichment

Language Arts
We use Dr. Sandra Kaplan's gifted icons to drive our project-based curriculum. There will be writing projects that include interview techniques and use a five-step writing process. These will be published in school or classroom newspaper. Differentiated learning is encouraged through creating groups based on strengths. —The Homes unit project ties into language arts and science units.

Math/Science
Activities offer kinesthetic components that enrich the concept of 100. Find attributes of Living Things in class while emphasizing math and science concepts.
Science Fair Projects

Social Studies
Students learn about multicultural holidays that include parades and performances.

Technology/ Parent Communication
Teachers, parents collaborate to post homework, supply resources to support student achievement at home. Website provides links to supplemental websites, extra credit assignments, blogs for parent communication, spelling lists, and homework assignments.

Second Grade Enrichment

Language Arts
Students use of performing arts to dramatize stories
Students use art to illustrate vocabulary
We use Dr. Sandra Kaplan's gifted icons to drive our project-based curriculum.

Math
Students create models of equivalent fractions
Students measure Mayflower on yard

Science
Students make fossils using plaster- of- Paris
Students make African rain sticks
Science Fair Projects

Third Grade Enrichment

Language Arts
On-line homework access and available fluencies, links to research topics, cursive enrichment, reteaching for math, math enrichment, language arts enrichment connections, and E-Mail are made available to the parents by teachers.
Daily computer lessons from math series publisher: Students are encouraged to continue on-line lesson at home and take quizzes that evaluate learning and produces enrichment work appropriate to lesson. If student shows a misunderstanding to the day’s lesson, then a reteaching assignment will provide extra support.
We use Dr. Sandra Kaplan’s gifted icons to drive our project-based curriculum. Writing books are created in all third grade classes to show integration across the curriculum. We have poetry books to express all of the genres experienced in our units of curriculum. Government booklets are produced by all students in the third grade to not only show their new understanding of the three branches of government but also to show how that understanding contributes to patriotism within our system of government.

**Math**

Math websites are available on the grade’s website. Hands-on math activities are presented for all topics to encourage all types of learners. TEAMS math programs are available to students who show an advanced inclination.

**Science**

Science Fair Project

All three areas of science are routinely enriched through daily experiments using the scientific method. Students perform investigations that require inquiry and evaluations. We take a weekend fieldtrip to the California Science Center.

The third grade classes grow many crops on campus to help the students better identify with our Structures of Life unit.

In order to fully appreciate the Matter and Energy unit, we create many hands-on activities to experience all of the facets of the unit.

**Social Studies**

We go to the local Chumash Indian Educational Center and see the canyon where our local tribes lived and how they survived on a daily basis. The students play the games and walk the area of their local Indian tribe as they see how to become more eco-friendly in their own community.

Many booklets and hands-on projects are produced. We bring in many local professionals to enrich our students in the area of history of the local inhabitants.

**Technology**

As shown in the previously mentioned online links, there are so many available links to all areas of our third grade curriculum and extensions.

**Fourth Grade Enrichment**

**Language Arts**

During thematic units, teachers assign project-based learning activities that enrich daily curriculum. For example, during their Medicine Unit students will research a figure in medicine and create a product that not only answers their questions about this figure but also informs a chosen audience of their findings. These projects are assessed both objectively and subjectively through child-generated criteria and rubric charts. Weekly comprehension questions are given that foster the ability to interpret facts from the story and also encourage the use of Bloom’s multiple levels of thinking. For example: critical thinking, drawing conclusions, and making inferences.
All students have small stuffed pets that are used to inspire a daily pet journal with entries such as: Your pet is having trouble with finding a common denominator, so what can you do to help it? Or your pet was asked to help cheat on a test, what advice would you give it?

**Math**

Students use the newspaper adds to enrich fraction/ratio lessons
Students participate in school-wide math scavenger hunts
Polyhedraville is an activity used to extend knowledge of 3-D figures.

**Science**

Science Fair Projects are student created to link careers to the science units
Electrical wiring of —Polyhedraville extends Magnetism and Electricity unit.
Students create a circuit board that enriches electrical learning and provides a peer assessment tool.
Telegraphs are student created and the Morse Code is used to communicate between classes to extend the —Wells Fargo story and make a science connection.

**Social Studies**

Missions are built by groups in class with materials bought with money that the students earn through their entrepreneurial effort, selling bottled water and Gobble-grams. This is an extension of a reading theme.
Classes travel to a local mission. Students earned their travel money through their own businesses.
Journals are written to chronicle daily life in a mission.
Rooms are turned into Gold Rush towns with store keepers, miners, and bankers.

**Technology**

Students generate pamphlets through Microsoft Office that prompt people to travel to a mission. These are research-based and include a number of internet tasks. Internet safety is emphasized.
Flyers are created in our computer lab to support the fund-raising activities extending the Dollars and Cents unit.

**Fifth Grade Enrichment**

**Language Arts**

Students will conduct unit investigation projects with Treasures.
Writing assignments connect across the disciplines
We always have enrichment activities that involve the Kaplan prompts with each story

**Math**

Cooperative/group problem solving with Problems of the Day

**Science**

Science Fair Projects
Field trips to the Science Center, Observatory and to the Planetarium provide enriching experiences that connect science and the Astronomy language arts unit.
We have Star Nights where parent groups and local scientists get involved.
Science classes at the yearly camping trip are also opportunities for application and reinforcement.

Textbooks or Other Instructional Resources to be Used
At ETEC we will use the following instructional resources:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>California Treasures, Accelerated Reader Computer Program, Imagine Learning ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>enVision Math Program</td>
</tr>
<tr>
<td>Science</td>
<td>Science Kits, Science Resources (F.O.S.S.) California</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Science for California (Scott Foresman)</td>
</tr>
<tr>
<td>Health</td>
<td>Too Good for Drugs, Second Step, Health and Wellness (Macmillian, McGraw-Hill)</td>
</tr>
<tr>
<td>Arts</td>
<td>Share the Music (McGraw-Hill), Art Connections, Art with Miss Julie, Music Teacher</td>
</tr>
</tbody>
</table>

How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program
Teachers will be recruited in accordance with District policy, procedures, and collective bargaining agreements. Prospective teachers will be asked to submit an application in accordance with Personnel Commission and District policies. In addition, prospective teachers will be required to submit a resume to our hiring committee.

How the School Will Provide On-going Professional Development
Professional Development will be an on-going component of ETEC. It will be an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students’ and staff’s needs and interests, which are then forwarded to the Leadership Committee for formalization of appropriate training and products. In addition, ETEC will participate in site-level, District professional development activities, and conferences. as approved and facilitated by the school administrator.

As of the 2011-2012 school years, our professional development emphasis is California Professional Development will be an on-going component of ETEC Charter Academy and an effective tool used to design the curricular needs of our students and teachers. Professional interests, are then forwarded to the School Site Council for formalization of appropriate training and products. Data analysis of test scores and formal and informal classroom assessments will identify specific areas of need in professional development. Topics include Depth and Complexity, Language Arts program, GATE strategies, health exercises, new district mandates to be implemented, ELD programs, differentiation best practices, data analysis of recent test scores, and technology implementation. ETEC Charter Professional Development program will be subject to the approval, implementation, and scheduling by a committee. In addition ETEC Charter will participate in both site level and District professional development activities. Professional development and grade level planning meetings occur once a week, with extra optional professional development opportunities as much as three to four times a month. A committee meets to create a logical and efficient schedule of PD meetings, with flexibility for urgent issues that may arise. This schedule is set three months at a time. The committee also decides who will lead each meeting. This is based upon areas of need and experts in those fields. These experts
include lead teachers, teachers with expertise in specific subjects, outside resources, technology coordinators, and other school staff members. While adhering to the number of state mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our student population. Our staff requires more training to fully implement the Treasures program. They require more grade-level collaboration time to understand the program in depth and present coherent, unified grade-level lessons. This will insure that all students are provided with the same content material. Since this is a new District-wide program, we will contact the publisher to provide professional development for our staff.

In the 2012-2013 school year, we will identify best practices, review areas of weakness, and determine appropriate professional development for the California Treasures Program.

We will continue to utilize current R.T.I.2 strategies and explore new areas for improvement in R.T.I.2 instruction. This school year, ETEC is part of a Local District 1 R.T.I.2 cohort. We have a team attending three meetings, writing a plan, disseminating information, and implementing strategies.

Character Counts principles teach students values such as responsibility, effort, teamwork, maturity, believing in ones’ self, etc. It promotes critical thinking and encourages students to change for the betterment of themselves and society. It has proven to improve academic performance, test scores, attitude, and behavior. ETEC also teams with the Woodland Hills Kiwanis Club and their Terrific Kids Program. One student per classroom per month is recognized at an assembly for reaching a personal educational or behavior goal for that month. ETEC focuses on the entire child, not just their academic performance. These guiding principles will prepare students for their future and give them the skills needed to participate in the 21st century.

ETEC will continue to implement the “Harvest of the Month” program. The Harvest of the month program allows students to taste and explore a different California grown fruit or vegetable each month. The in-classroom taste testing gives students the opportunity to experience healthy foods and to learn about them at the same time. The program motivates and empowers students to increase their consumption and enjoyment of a variety of colorful fruits and vegetables and to engage in physical activity every day. “According to a recent study of 4th and 5th grade Harvest of the Month students, post curriculum increases fruit and vegetable consumption and knowledge. The Harvest of the Month program is a joint project of the Network for a Healthy California, LAUSD, and the Food Services Division.” (Network for a Healthy California, California Department of Public Health, 2010)
ETEC will follow the Traditional Academic Calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8:01-10:00 A.M. Language Arts and E.L.D. instruction, 10:20 A.M.-12:00P.M. math instruction, 12:40 P.M. to 2:24 P.M. social studies, science, the arts, and physical education. *Please also refer to Typical Day Chart in this petition.*

While adhering to the number of state mandated instructional minutes, professional development time will be combined into larger blocks. These professional developments will be used at our discretion for the implementation and review of new and existing instructional programs, analysis of student achievement data to further drive instruction, and opportunities to serve the needs of all students.

ETEC will operate on the LAUSD calendar with 180 days of instruction composing the school year (175 with furlough days). ETEC will file a minimum and shortened day schedule with the local District superintendent on a yearly basis as a typical traditional track elementary school. All LAUSD school holidays will be observed as a traditional track elementary school. ETEC employs an extended day kindergarten program that provides 319 instructional minutes per day (8:05-2:33, Monday, Wednesday, Thursday, and Friday). Tuesday, a shortened day, provides 262 minutes of instruction. Monday, Wednesday, Thursday, and Friday, students in grades one through five will receive 319 minutes of instructional minutes. On Tuesday, there will be 262 instructional minutes, fulfilling California Ed Code minimum number of minutes set forth in Ed Code 47612.5. 8-11 am language arts instruction, 11-12 math instruction, and last portion of the day for social studies, science, arts, and physical education. ETEC will offer, at minimum, the
number of minutes of instruction set forth in Education Code 47612.5. (53,505 minutes)

ETEC follows recommendations for daily minutes as set forth in the California Reading and Language Arts Frameworks, (2 hours daily), Math Frameworks, (50-60 minutes per day), and required minutes for Physical Education, 200 minutes every 10 days.

Daily Schedule-
Kindergarten
Language Arts: 8:04 a.m.-9:40 a.m. and 10:00 a.m.-11:15 a.m. (145 minutes daily)--this includes time for ELD instruction.
Math: 11:15 a.m. - 11:45 a.m. and 12:25 - 1:00 p.m. (65 minutes daily)
Science, Social Science, Arts, and Physical Education: 1:00 p.m.-2:24 p.m.

Daily Schedule-
First through Fifth Grades
Language Arts: 8:04 a.m. - 10:10 a.m. and 10:30 a.m.-10:55 a.m. (145 minutes daily) this includes time for ELD instruction.
Math: 10:55 a.m. - 12:00 p.m. (65 minutes daily)
Science, Social Science, Arts, and Physical Education: 12:40 p.m.-2:24 p.m.

Timeline for Implementation
The academic program outlined in Element 1 will be implemented in the 2012-2013 school year.

C. Describe How the Program Will Meet the Needs of Specific Student Populations

English Learners
As a District affiliated charter school, the Charter School shall comply with all applicable laws (federal and state), policies and procedures set forth in the District’s English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

English Learners are identified through the use of a combination of the Home Language Survey, Teacher evaluation, and the California English Language Development Test (CELDT). If a new student has a language other than English on the Home Language Survey. Parents will be informed that their child will be tested using Initial CELDT. Students will be tested within the first 30 days of attendance and the Initial CELDT will be receiving a preliminary score giving the student a preliminary designation of either EL or IFEP. The teacher will also complete an informal assessment of English skills in the classroom. The Principal or Language Acquisition Coordinator will ensure that the student is given either a Pre-Las, BINL, or informal inventory of home language. Following the Initial CELDT the child is given a preliminary ELD level based on the LAUSD portfolio system and CELDT results. Parents are notified of the designation and are asked to sign an Initial Notification of Enrollment in the Structured English Immersion Program. Parents are kept informed on the progress report as well as receiving official CELDT results on an annual basis.

ETEC will utilize the District-mandated program, California Treasures, and the LAUSD Master Plan for the Education of English Language Learners to provide students opportunities to become fluent and literate in English. Students will be given the opportunity to demonstrate their comprehension of the lessons and work samples will be collected for their E.I.D. (English
Language Development) portfolios and monitored by classroom teachers. Students will have 45 to 60 minutes of English Language Development guided and direct instruction daily. They will be monitored for their yearly growth of one E.L.D. (English Language Development) level per year and administered the C.E.L.D.T. (California English Language Development Test) test yearly. They will be re-classified as they become eligible, with the goal being to have all students reclassified by the end of the 5th grade.

ETEC will continue to use LAUSD criteria to determine who is an English Language Learner and how they should progress in their development of English. The E.L.L. (English Language Learner) Coordinator is responsible for monitoring and updating S.I.S. data for English Learners. ELD Portfolios folders will be updated by the classroom teacher on a regular basis inserting work samples that demonstrate mastery of each standard indicated by a score of 3 or 4. Students will progress towards ELL standards as well as progress towards ELA standards. Specific instructional strategies used to assist English Learners include the use of SDAIE (Specifically Designed Academic Instruction in English), incorporating realia, Total Physical Response, Pair Share, paraphrasing, Thinking Maps, cooperative learning, praise, scaffolding, imagery, reciprocal teaching, KWL charts, as well as research based Cognitive Academic Language Proficiency using the idea of comprehensible input +1 from researchers Cummins and Krashen as well as Asher. English Learners are identified through the use of a combination of the Home Language Survey, Teacher evaluation, and the California English Language Development Test (CELDT).

EL students are supported by 60 minutes of direct ELD instruction on a daily basis and progress is monitored through the use of the portfolio and a yearly CELDT examination. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no sub-area below 3 and scores Basic on the CST ELA portion, the child is ready for reclassification. The Language Appraisal Team evaluates candidates and gets input from the parent and then recommends them for reclassification. Parents are notified that their child has successfully RFEP criteria is recorded in the SIS system as the child progresses through the steps of reclassification. EL coordinator responsible for ELL monitoring, updating SIS data for English Learner's curriculum.

ETEC has a typical English Learner Advisory Committee, which is responsible to develop and modify programs and examine progress of English Learners. All parents of English Learners are invited and encouraged to attend the English Learner Advisory will continue to research and develop ways to improve existing programs to better meet the goals of increased achievement in all areas, academic proficiency in reading, writing, listening, and other cultural groups. Translators, if needed, are provided for all parent meetings in the parents' native language.

**Socio-Economically Disadvantaged**
As a Title 1 school, at least 65% of our students are classified as socio-economically disadvantaged. Students are identified through the District’s School Free Lunch Program. ETEC will ensure that all students are provided with the necessary tools to succeed academically and socially. Regardless of their socio-economic status, all students are provided with equal opportunities to succeed. As a small Title 1 school we have very limited resources. Most of our budget is utilized in purchasing our Categorical Programs Advisor and our four teaching assistants who assist with our ELL and R.T.I. population.

**G.A.T.E. (Gifted and Talented Education)**
G.A.T.E. students will be provided with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. Higher level, creative thinking activities will provide...
complexity and depth. The curriculum will be differentiated to meet the needs of the gifted student. Teachers will use the differentiated strategies of compacting, questioning, tiered assignments, flexible grouping, independent projects, and classroom learning centers. Students will demonstrate their comprehension and knowledge of subject matter by analyzing, defining, describing, and identifying what they have learned. They will be asked to demonstrate their understanding and will be able to analyze each subject using the higher levels of thinking as described by Bloom’s Taxonomy. Students will also present an outcome in a chosen format (verbal, written, arts-based, etc.) at their appropriate academic level.

The G.A.T.E. Coordinator will identify students as early as possible, based on the criteria established by LAUSD. When a classroom teacher recognizes advanced achievement by a student, the student will be referred to the G.A.T.E. Coordinator. Enadia Technology Enriched Charter will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. If we determine to use the District's GATE identification process and policy and allow Enadia Technology Enriched Charter student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

Teachers will be notified of professional development opportunities to enhance their knowledge and understanding in meeting the needs of G.A.T.E. students. GATE will be paid from the affiliated charter school’s site based discretionary resources for additional level of services.

**Underachieving/Below Grade-level**

Underachieving/Non-Proficient students’ C.S.T. (California Standardized Test) scores will be reviewed and their area of weakness/struggle will be identified. They will also be identified by multiple assessments: DIBEL, ELA periodic assessments, and teacher designed informal tests. All underachieving students will be monitored by the principal and the classroom teacher. They will be placed in flexible classroom groups for R.T.I.2 (Response to Instruction and Intervention). They will also receive additional support in the classroom during independent work time to address their specific weaknesses in achievement, and will be given opportunities to exhibit their comprehension of the lessons taught.

Students will also be provided intervention during school in our Learning Center. A highly qualified teacher teaches the students assigned to the Learning Center. The program is designed to address the needs of our far below basic students using data from CST and Periodic Assessments. Lessons are developed in collaboration with the classroom and Learning Center teacher. Students are taught in a small group setting based on their area of need. They receive instruction 3 days a week for approximately 60 minutes. Students are monitored and assessed on an ongoing basis. Modifications and adjustments to the curriculum are determined by data results.

Based on their area of weakness, students will be given extra support during the pull-out intervention by a highly qualified Learning Center teacher. Students will gain new knowledge, learn new strategies for problem solving, and develop new perspectives on the value of learning.

The student's progress will be monitored and periodically assessed. The classroom teacher and the Learning Center Teacher will work collaboratively on lessons and goals. The teachers, based on the data collected, will implement adjustments to the groupings.

The RSP teacher also provides strategies for the General Ed. Teacher to meet the needs of low achieving students.
Those students who fail to make adequate progress will be referred to our S.S.T. (Student Success Team) for further evaluation and/or Afterschool Intervention Program. Depending upon the individual student’s needs and data, appropriate actions will be recommended. Our goal is to have each student reach the proficient level. The curriculum and structure is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body and fully participate in all aspects of the curriculum.

D. Special Education
The District shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public schools of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Conversion Affiliate Charter

1. Charter School Special Education Responsibilities

a. General Requirement
ETEC will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). The ETEC will also ensure that no students otherwise eligible to enroll in their ETEC will be denied enrollment on the basis of their special education status.

ETEC will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the ETEC.

ETEC will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

ETEC will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and I.E.P. data into the District’ designated data system (Welligent) in accordance with LAUSD policies and procedures.

The Charter will maintain copies of assessments and IEP materials for District review. ETEC will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEP, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The ETEC shall keep daily attendance for each student that shall be reported and certified according to District policies and procedures.

The ETEC will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The ETEC will participate in internal validation review (“DVR”).

The ETEC is responsible for the management of its, personnel, programs, and services. The ETEC will ensure that its special education personnel or contracted personnel are appropriately
credentialed, licensed or on waiver consistent with California laws and regulations. The ETEC will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students
For students transferring to the Charter School from other school districts, District-operated schools or District affiliated charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). Charter School will ensure that IEP meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law if there is a change in the supports and services set forth in the transfer student’s IEP.

c. Assessments
The referral process shall include Student Success Team (SST.) meetings to review prior interventions, accommodations and modifications, and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Instruction and Intervention (RTI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation, and review of records, ETEC may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the ETEC will convene a meeting to review and discuss the request in light of student records, acquired data, and student performance to agree with or deny the request for assessment. If the ETEC determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If ETEC concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the fifty (50) day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. ETEC shall conduct an I.E.P. team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. ETEC will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state, and District timelines.

d. Alternative Placements
Under limited circumstances when a Charter School student’s needs may not be provided at the Charter School, Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the Charter School pursuant to an IEP.

e. Least Restrictive Environment
ETEC will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. ETEC’s general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students at ETEC. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and
adaptations, to monitor student progress.

**f. Staffing Requirement**
ETEC shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

ETEC will maintain responsibility for monitoring progress towards I.E.P. goals for the student with special needs. ETEC will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**g. Student Discipline/Inclusion**
ETEC will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the I.D.E.A. regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the ETEC will convene a manifestation determination I.E.P. that includes District representation as set forth in the District’s Policies and Procedures Manual. ETEC will collect data pertaining to the number of special education students suspended or expelled.

ETEC is committed to achieving population balance that includes students with disabilities. ETEC will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10 - 13%. ETEC will not refuse to admit a student based on special education eligibility, needs, or services identified in the student’s IEP. The District will provide ETEC with MCD. reports indicating range of services and number of students served at individual Charter schools.

2. **Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the ETEC initiates due process proceedings, both the ETEC and the District will be named as respondents. Whenever possible, the District and the ETEC shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. **Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools, including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The ETEC will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.
4. Funding of Special Education

ETEC will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for ETEC students, which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The ETEC will contribute their fair share of SELPA-wide unfunded special education costs from their general-purpose block grant monies.

5. District Responsibilities Relating to ETEC Special Education Program

As long as ETEC operates as a public school within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to ETEC staff.

*Modified Consent Decree Requirements

All 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 facilitates obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charters 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 ETEC 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:

1. The Independent ETEC Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper S.E.S.A.C. Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. C.B.E.D.S., which is due at the end of October of Each School Year.
4. All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
5. Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (“ISIS”) as required by the MCD. ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.
For students transferring to the Charter School from other school districts, District-operated schools or District affiliated charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). Charter School will ensure that IEP meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law if there is a change in the supports and services set forth in the transfer student’s IEP.

Under limited circumstances when a Charter School student’s needs may not be provided at the Charter School, Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the Charter School pursuant to an IEP.

E. What it Means to be an Educated Person in the 21st Century
ETEC believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident, self-motivated, self-aware, life-long learners that are active participants in their community.

An educated person of the 21st century is prepared for a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. An educated person is able to communicate, collaborate, and contribute to the ever-changing social and global society.

Students at ETEC will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem-solving and critical thinking skills.

“Learning involves much more than a process in which a student receives and assimilates information passively. Rather, it is an active process in which a students must process information, by extracting, analyzing, evaluating, organizing and synthesizing information, so that it can be readily retrieved and used in problem solving.” (Columbia University of Graduate of Arts and Sciences, 2011)

Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships. ETEC students will reason, question, and inquire. They can apply the scientific methods of investigation and think flexibly about complex systems, whether abstractly or creatively.

To be effective in the 21st Century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. Students need the ability to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

Students must be prepared with creative and innovative skills to become successful adults. “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” (Alvin Toffler, Educated Person in the 21st Century, 2010)

How Learning Best Occurs
ETEC recognizes that learning best occurs when the community is immersed in a culture of
education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to collaborate to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. “We must instill curiosity, which is fundamental to lifelong learning.” (Lee Herman, Alan Mandell, From Teaching to Mentoring) The use of project-based curriculum is a means for engaging students in real world problems, human issues, and investigating hypothesis.

ETEC will serve as an academic arena to develop a desire for lifelong learning in all children. ETEC will strive for the whole child approach to learning, teaching, and community engagement. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Dedicated administrative staff, well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in their educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students. Research has shown that… “learning styles teach us that we should present materials in multiple ways: with visual aids—such as charts, graphs, tables, film clips, and illustrations-demonstrations, hands-on activities, small group discussions and simulations.” (Columbia University Graduate School of Arts and Sciences, 2011)
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' 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.” Ed. Code § 47605(b) 5(B)

A. Our Vision for Student Outcomes

ETEC’s desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California state and national standards in the core areas of language arts, science, math, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, and dance instruction, and there will be a strong emphasis on hands-on learning utilizing our new computer lab, science lab, and art center. The ETEC program embraces the following key elements:

1. Standards are Essential: Clear and public standards for what students should learn at grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific basic knowledge and skills the students must master.

2. Challenging Curriculum: Standards must be accompanied by a rigorous curriculum that is aligned with those standards. The goal of the ETEC is to provide a challenging 21st Century curriculum that will not only meet, but also exceed the minimum thresholds established by the District and the state.

3. Teachers Matter: Teachers need to be held to high standards, and they need to be knowledgeable of the latest research, methodologies, and pedagogies. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the ETEC program.

Desired Outcomes of the School’s Instructional Program

1. Language Arts: Students will meet grade level state standards. 80% of students will be effective communicators. They will be able to read, write, listen, and speak effectively meeting all state standards. Students will be able to incorporate the language of all disciplines across the curriculum and give concrete examples when writing and speaking. Furthermore, they will actively read, listen, and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

2. Mathematics: Students will meet grade level state standards. Lessons will be presented in an exciting, enriching, and engaging manner with the use of technology and manipulatives. 80% of students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own real world word problems to gain further understanding of the applications of such processes.

3. Science: Students will meet grade level state standards. 80% of students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, Earth, and Ecology. They will attain proficiency by engaging in inquiry-based experiments. Students will formulate their hypothesis and utilize experiments demonstrating the scientific method as they engage in hands-on critical thinking experiments in our science lab. They
will apply their skills to gain further understanding of fundamental science concepts.

4. **History and Social Studies**: Students will meet grade level state standards. 80% of students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance of various populations. “Without a sense of history, no man can truly understand the problems of his own time.” *(Sir Winston Churchill)*

5. **Technology**: 80% of students will become familiar with the computers on a daily basis in their classrooms. They will use word processing and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, PowerPoint & search engines, etc. Students will understand the use of current technology and its real world applications. Students will learn to navigate the Internet safely while conducting research.

6. **Arts**: 80% of students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum intertwined with enriched instruction. The classroom teacher will provide Art instruction. If the District provides funding, an arts instructor will teach the Arts.

7. **Physical Education**: 80% of students will build a healthy, balanced body, and mind through various intramural sport activities and drills. All Physical Education standards and mandates will be addressed with dedicated time for psychomotor skills development.

In addition, ETEC will strive to achieve student outcome goals as outlined in LAUSD’s Performance Meter.

**Cultivating Life-Long Learners and Skills**

80% of students at ETEC will develop lifelong learning and inter-personal skills. They will develop positive social and community ethics and values. ETEC will continue to implement the Character Counts 6 Pillars of Character Program to develop character, self-esteem, and a sense of responsibility.

1. **Leadership, Collaboration and Cooperation**: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. They will develop the skills necessary to become successful leaders and collaborators. Students will have various opportunities to develop leadership skills as Student Council Representatives.

2. **Goal Setting**: Students will learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectations inherent in the school community. Students will be challenged to continuously set and re-evaluate personal goals.

3. **Critical Thinking and Problem Solving**: Students will learn to be effective problem solvers and will develop critical-thinking skills.

4. **Self-Discipline**: Students will learn to control their behavior and will respect and uphold the values of the community. Students will be taught ETEC’s Core Values of: Respect, Responsibility,
and Safety.

5. **Citizenship:** Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world.

### B. Specific and Realistic Achievement Targets

Enadia Way Elementary School achieved an A.P.I. score of 774 in the 2009-2010 academic school year. In the 2010-2011 school-year our goal was to achieve an A.P.I. score of 800 or more. We achieved and exceeded our goal with an API of 838. In 2011--2012 our goal will be to show continued growth above 800. At the end of our charter term, our goal is to achieve an API score of 870.

<table>
<thead>
<tr>
<th>Year</th>
<th>A.P.I. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>838</td>
</tr>
<tr>
<td>2009-2010</td>
<td>774</td>
</tr>
<tr>
<td>2008-2009</td>
<td>764</td>
</tr>
</tbody>
</table>

Enadia Way Elementary School met 10 of the 10 subgroups through Safe Harbor for the A.Y.P. criteria in 2010-2011. The Latino and Latino subgroup did meet the benchmark in the area of English Language Arts. In 2012 ETEC will continue to strive to meet all Annual Measurable Objectives. 81% of the Students will score at Proficient in ELA and Math for the Charter Term. In order to ensure this continued growth, support will include intervention, access to the Learning Center, and small group instruction to those students needing academic support. Educational support will be determined by data analysis of assessments and teacher observation.

### C. Frequency and Methods by which Students Are Assessed

ETEC believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

Prior to the new school year, all teachers receive test data of their students at our first professional development meeting. The data is analyzed from the prior year and an instructional agenda is formulated based on the needs of each student.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and analyzed by teachers independently and at weekly grade-level collaboration. Additionally, administration examines and discusses data with teachers on an on-going basis throughout the year.

District assessment results and authentic assessments are communicated to parents by the teaching staff throughout the school year in a variety of ways such as email communication, weekly progress reports, and online grade books.

School-wide data is also shared monthly in a public forum at monthly governance meetings in order to discuss upcoming program development and intervention priorities.

Data regarding our EL’s is shared at ELAC meetings. Data from CELDT is communicated to parents. See chart in Element 3.
Standardized assessments may include, but are not limited to: C.S.T. (yearly), C.E.L.D.T. (yearly), California Treasures (as directed), District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (4th and 5th grade - 3 times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how a student or students are performing in relation to other students who take the same test.

Authentic assessments are on-going and additionally evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills. ETEC shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. ETEC may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

ETEC shall determine their development, implementation or use of periodic assessments according to the needs of our students, within the limits permitted by the education code. ETEC may choose to use district assessments or design its own and will determine the timing of such assessments and coordinate with the respective local district.

ETEC believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data of their incoming pupils. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention needed. Teachers then plan the next step based on the data analysis; small group instruction, additional assessment to identify a specific skill area of need, or referral for intervention.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, administration examines and discusses data on an ongoing basis throughout the year with teachers.
## ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE DETERMINED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

### A. Methods for Assessing Attainment of Student Outcome

<table>
<thead>
<tr>
<th>Subject</th>
<th>Student Outcomes</th>
<th>Assessment Evaluation</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Writing</td>
<td>- Critique, justify and theorize in compositions</td>
<td>- Students will score 80% proficiency or above on CST, Teachers developed assignments, tests, and activities</td>
<td>LAUSD Writing Assessment will be given</td>
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<tr>
<td></td>
<td>- Writing across disciplines</td>
<td>- Publishers materials and assessments, Publisher assessments, Inquiry Projects</td>
<td>Once a year during April in Kdg.</td>
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<td></td>
<td>- Defend, critique and illustrate in oral and written formats</td>
<td>Presentations and Project exhibits</td>
<td>First grade will test twice a school year, (February and April)</td>
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<td></td>
<td>- Apply vocabulary Development in written and oral format</td>
<td>Journals</td>
<td>Second through Fifth grade will give the Writing Assessment three times a year (November, February and April)</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate critical thinking skills specific to upper Bloom’s Taxonomy</td>
<td>Writing Portfolios</td>
<td>Fourth grade will take the California State Writing Assessment during Second Semester.</td>
</tr>
<tr>
<td></td>
<td>- Inquiry based research projects aligned to thematic teaching in various disciplines</td>
<td>State mandated tests</td>
<td>Language Arts will follow district assessment schedule for all grade levels. ETEC will follow State mandated assessment calendar for CST.</td>
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<td></td>
<td>- Creative Writing including stories and poetry</td>
<td>80% of students will achieve proficiency or above on above measure</td>
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<tr>
<td></td>
<td>“Thinking Like a Disciplinarian,” emulating masters</td>
<td>Teachers-developed assignments, tests, and activity</td>
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<tr>
<td></td>
<td>- Select and use appropriate thinking map for independent writing</td>
<td>Publishers materials and assessments</td>
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<td></td>
<td>- Use technology for publishing students’ written work</td>
<td>80% of K/1 students will achieve proficiency or above on Core K 12 assessment, DIBELS</td>
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<tr>
<td></td>
<td>- Synthesize and evaluate thematic literature tied across disciplines</td>
<td>Inquiry Projects</td>
<td></td>
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<tr>
<td></td>
<td>- Discerning relevant information after careful examination and exploration of text</td>
<td>Accelerated Reader</td>
<td></td>
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<tr>
<td></td>
<td>- Distinguish between fact vs. opinion</td>
<td>Leveled Literature Circles</td>
<td></td>
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<tr>
<td></td>
<td>- Understand Cause and Effect and hypothesize based on altered facts</td>
<td>SRA Kits</td>
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<tr>
<td></td>
<td>- Develop Critical Reading Skills</td>
<td>Digital Portfolios</td>
<td></td>
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<tr>
<td></td>
<td>- Select and evaluate material while participating in a leveled individualized reading program</td>
<td>Presentation and Project exhibits</td>
<td></td>
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<tr>
<td></td>
<td>- Use interactive lessons to increase comprehension, phonemic awareness, vocabulary, word study, and critical thinking</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Use Accelerated Reader Program, Star Reading, Imagine Learning, Key Skills</td>
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<tr>
<td>Math</td>
<td>- Apply math skills to daily problem solving situations</td>
<td>- State mandated tests 80% of students will show proficiency or</td>
<td>ETEC will follow district assessment</td>
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<td></td>
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<tr>
<td>Subject</td>
<td>Authentic Assessment Activities</td>
<td>Standardized Assessment Activities</td>
<td>Schedule</td>
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</tbody>
</table>
| Science | - Hypothesize and develop experiments utilizing the scientific method  
- Use hands on experiments to further research and prove/disprove conjectures  
- Integrate science and writing by using the language of the discipline  
- Theorize and view other subjects such as music, art, and history as a scientist  
- Understand the need for eco-friendly products and life changes to better our local and global community | - Teachers developed assignments, tests, and activities  
- Interactive Units and simulations  
- Exhibits and Presentations including a Science Fair  
- District periodic assessments (Grades 4-5)  
- CST (Grade 5)  
- FOSS California Assessments  
- Field Studies  
- Student-run garden  
- Science Interactive Notebook  
- Portfolios | ETEC will follow district assessment schedule for 5th grade. ETEC will follow State mandated assessment calendar. |
| History and Social Studies | - Understanding Cause and Effect  
- Relating over time  
- Finding parallels and patterns  
- Critical thinking skills  
- Critical reading skills  
- Interpreting information to draw conclusions  
- Using role play and interactive units to gain “first hand” experiences  
- Achievement of grade level standards and framework strands | - Exhibits and Presentations  
- Integration of the Arts—such as drama and music performances  
- Teachers developed assignments, tests, and activities  
- Field Trips  
- Interactive Units and simulations  
- Virtual/digital field trips  
- Portfolios  
- Publishers chapter tests | Teacher will periodically assess each quarter of the school year. |
| Technology | - Use of internet for research  
- Use of Applications such as word processing and spreadsheets  
- Portfolio creation  
- Type to learn, Key Skills, Imagine Learning, Star Reading Program, Accelerated Reader  
- Use interactive Smart board | - Teachers developed assignments, tests,  
- Presentations  
- Inquiry based projects  
- Presentations and Project exhibits  
- Digital portfolios | Assessments will be given twice a year occurring once a semester. |

**B. In-House Benchmark Assessments**

Methods by which student progress is measured include authentic and standardized assessments:

**Authentic Assessments:** Authentic assessments are ongoing and evaluate the child over
time and in a variety of settings. Assessments included but are not limited to teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, as well as learning contracts.

**Standardized Assessments and How Data Will Be Used:** California Standards Test (CST), California English Development Test (CELDT.), State mandated Reading Assessments/Fluency, Treasures Reading Assessments/Fluency, District Quarterly Math Assessments, and District Science Assessments for grades four and five.

**C. State Mandated Testing**

As an Affiliated Charter School, Enadia Way Technology Enriched Charter will test with the District and adhere to District testing calendars and procedures through the use of all state mandated assessments. The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, ETEC will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

**D. How Data Will be Used**

Enadia Way Technology Enriched Charter values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s progress, and to establish future goals and interventions. Principal and Instructional team will analyze data and create a plan to modify instruction. Then they will provide professional development to address student needs and instructional needs to improve instructional achievement following RTI2 model. ETEC values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s progress and to establish future goals and interventions.

Specific examples of this include:

- Data from combined assessments is evaluated continuously by teachers and administration, as it becomes available, in order to meet each student’s educational needs. Data is also used to identify and prioritize professional development priorities as well as to provide topics for discussion during grade level planning;

- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year in a variety of ways such as e-mail communications, weekly progress reports, conferences, and assessment reports;

- School wide data is also shared in a public forum at monthly governance meetings, when it’s available, in order to discuss upcoming program development and intervention priorities;

- Data regarding our ELLs is shared at ELAC meetings. Data from CST is communicated to parents;

- MYDATA may be available to all parents, teachers, and students for immediate access to grades, scores, and attendance. Instantaneous access to this information provides all stakeholders with the ability to monitor student performance and
academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis.

E. Identification of Grading Policy
Individual classroom teachers shall be primarily accountable for assessing their students’ achievements with regard to standards-based grade-level work and achievement of grade-level appropriate content standards as well as progress toward fulfilling the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by regular student assessments aligned to the school’s curricular standards as appropriate for each grade-level and content area. Student progress toward achieving the school’s desired grade-level standards will be communicated to students’ parents by providing appropriate feedback on class assignments, homework assignments, Parent Reports, Progress Reports, and regular conferences with the student’s teacher.

Proficient levels of the District and State Standards are summarized on the Progress Report that was introduced by the LAUSD in the 1999-2000 school year. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient Levels; “2” for Partial Proficient Levels; and “1” for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts is divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the Arts. The standards for life-long learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences are formally conducted at the end of the first and second reporting period, as well as within all reporting periods as needed.
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” Ed. Code § 47605 (b)(5)(D)

Petition for Affiliated Charter Status
Enadia Way is an elementary school offering grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Enadia Technology Enriched Center (ETEC). As an Affiliated Charter, ETEC shall follow all established LAUSD policies and guidelines. ETEC is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over ETEC. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

ETEC School Governance Council
ETEC shall maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the District and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of ETEC, which can be revised as needed, subject to District approval. The Governance Council shall meet at least six times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to:

- the development and implementation of policies related to curriculum
- selection of personnel by a sub-committee consistent with District policies and procedures and collective bargaining agreements as well as affiliated charter school policy bulletin
- professional development
- parental involvement
- categorical block grant budget and finance
- implementation of admissions
- site-level scheduling
- community relations
- classroom usage within District policy
- use of the school site within District policy
- safety within District policy
- discipline within District policy
- charter revision subject to District approval
- dispute resolution within District policy
- appointment of school representatives to external organizations
- interactions with LAUSD
ETEC will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage ETEC School.

A. Process which Ensures Staff, Student and Other Stakeholder Involvement
Parents play a very active role in our school, and the success of ETEC depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide an outstanding enriched education for all of our students. While parents are and will be involved in all levels of decision-making at ETEC, their primary role will be to help fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school’s Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, C.E.A.C., E.L.A.C., school safety, staff selection, technology, discipline, and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

B. Methods by Which Schools Consult with Parents and Teachers Regarding School’s Educational Programs
ETEC School involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s educational program. This will enable us to continue to meet the unique and changing needs of ETEC’s students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public, and an agenda of each meeting will be posted publicly (at the school site and on the school’s website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda.

The Governing Council and standing committees will also comply with all Brown Act requirements. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act and Robert’s Rules of Order.

As a separate entity from ETEC, the Enadia Way Elementary Parent Teachers Association (P.T.A.) shall maintain liability insurance sufficient to cover any and all P.T.A. sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least on an annual basis to the District’s Division of Risk Management & Insurance Services. ETEC will conform to and operate under the District’s Donation Policy (Policy Bulletin No. 1633). The P.T.A. shall work collaboratively with ETEC to further the educational program of the School. The P.T.A. is a non-profit 501c (3) California Corporation.
Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as, Kindergarten Orientation Reception, Coffee with the Principal, School Beautification Days, access to Parent Center resources, school performances, monthly Awards Ceremony, Back-to-School Night, Open House, Movie Night, Volunteer Tea, Parent/Teacher Surveys, Parent/Teacher Conferences, parent volunteer participation in the classrooms, Parent Education workshops, and the monthly school newsletter. ETEC also announces opportunities via its website and by automated phone calls (ConnectEd).

Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents’ support, Enadia would not have been able to achieve its huge academic gain and reputation for excellence. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Enadia’s enriched educational program. Admission for enrollment is in no way dependent upon a parent’s participation in any school activities.

C. Decision-Making Process and Organizational Chart

ETEC School Governance Council will be a consensus-oriented, decision-making body for ETEC. It will have the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school’s program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote so long as a quorum present as defined by the Brown Act. with the exception of By-laws changes, which must be decided by a two-thirds majority of the Council. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at ETEC.

See organizational chart on following page.
ETEC Organizational Chart

LAUSD
Board of Education

Local District

Standing Committees

Governance Council
Elected as Decision Makers of Council

Executive Committee
- Principal
- Elected Teacher

LAUSD Board Representative

Standing Committees
Curricular
Budget/Finance
School Safety & Climate
Personnel Selection
Staff Development
Technology
Parent/Community Involvement

School Staff Representation (4 Staff Reps)
- 3 Teachers (one from K-5; 1 Categorical Programs Coordinator)
- 1 UTLA Chapter Chair

Other Members:
- 1 Principal
- 1 Classified
- 2 At Large Parent Reps.

CEAC

E.L.A.C.

Grade Level Chairs

LAUSD Board

Grade Level Chairs
D. Compliance With all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

ETEC will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and state codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders. ETEC accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance. ETEC will comply with all District policies and procedures which are based on compliance with Education Code and not just specifically the ones cited here.

ETEC and all committees will comply with the Brown Act.

Members of the ETEC’s Governance Council, any administrator, manager or employee, 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, and all LAUSD codes of ethics.

In the event that Enadia Technology Enriched Charter changes from affiliated charter status to independent charter status, ETEC] and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If ETEC changes its status to an independent charter school, ETEC shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

E. ETEC’s Relationship with District/County
The ETEC Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to ETEC Affiliated charter school policy bulletin governs the relationship. ETEC will continue its operation as a fiscally affiliated charter school until such time as the charter of ETEC is no longer in effect.

F. Process for Amendments to Charter
ETEC reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the ETEC Governing Council. The LAUSD Board of Education under the standards and criteria found in EC 47605 must consider any material revisions to the charter. ETEC will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

ETEC will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

G. Articles of Incorporation and By-laws of Nonprofit Corporation
Since Enadia Way Elementary is applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and By-laws of a nonprofit corporation. We have
however submitted the By-laws of the Governance Council and revision to bylaws are subject to LAUSD approval. (Appendix 2).

H. Selection Process of Governance Council
Members of the Governance Council shall serve two-year terms; one-half of the teacher members and one-half the principal, classified member, and parent members will be elected each year. The voting members of the Governance Council shall include representatives from the school's various constituencies as follows:

**4 staff members and 2 alternate teacher representatives**
- UTLA Chapter Chair
- 3 Teachers - Categorical Program Coordinator, and other teachers/s

**Other Members**
- Principal
- 1 Classified Member
- 2 At-large Parent Representatives who shall be elected from and by parents whose children are enrolled at ETEC.

There shall be up to two (2) alternate parent Council representatives designated. The “First” alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled by special elections as may be deemed necessary by the Committee.

One community representative and one alternate community representative may be part of the Advisory Support Partnership, who shall be selected by the majority vote of the Governance Council from volunteers who express an interest in the school.

**Executive Committee**
ETEC shall have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:
Refer issues to the Governance Council The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Recusal from a conflict particularly of a financial interest does not resolve conflict of interest situation. The governance council cannot enter into a financial transaction if any of the members are interested. ETEC shall comply with LAUSD’s policies and regulations regarding ethics and conflicts of interest in their decision making process. The Executive Committee may not exercise the authority of the Governance Council.

**Role of Committees**
Committees shall be formed to research issues and obtain input from all affected /interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff. This would include the Principal, Administrative Staff, and Teaching Staff.
Committees may include but are not limited to:

- Curriculum Development and Review
- Budget and Finance
- Communication
- Parental Involvement
- School Calendar
- Community Involvement
- Strategic Planning
- School Safety and Climate
- Personnel Selection
- Staff Development
- Grant Writing
- Technology
- Student Activities

Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one staff member as members, but the number of committee members will depend on the tasks of the committee itself. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position ETEC’s Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times. The District reserves the right to appoint a non-voting single representative to the ETEC governing council.

**I. Grievance Procedure for Parents and Students**

As a district affiliated charter, ETEC, shall comply with District’s Grievance Policy and Procedure for the Parents and Students. As a District affiliated charter, ETEC shall comply with District’s Grievance policy and procedure for Parents and Students.

**J. LAUSD Charter Policy**

The ETEC will comply with the District policy related to Charter Schools, as it may be changed from time to time. ETEC will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

**K. Responding to Inquiries**

ETEC 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. ETEC acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

**L. 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 ETEC.
The ETEC 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 ETEC 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 or the district receives fraud or abuse related to the ETEC School operations, the ETEC School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit. If an allegation of waste, fraud or abuse related to the ETEC operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

[Charter School] believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law.

Equal employment opportunity shall be extended to all aspects of the employer employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Principal selection is purview of the Superintendent.

Personnel

[Charter School] shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. [Charter School] will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any [Charter School] campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, [Charter School] will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to [Charter School], however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)
Unless the District has assigned all employees in a classification to a specific basis, [Charter School] will have autonomy in assigning positions to specific working basis.

**Professional Development**

In addition to any District-mandated professional development, [Charter School] shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the [Charter School] will, in turn, be funded by the District consistent with its practice for other District schools.
ELEMENT 6: HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

As an affiliated charter school, ETEC will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

ETEC will comply with all regulations required by federal, state, county, and city laws, such as fire and safety codes. In the event that ETEC changes its status to independent charter school during the term of this Charter, ETEC shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Evidence of Insurance

Coverage shall be provided to the affiliated ETEC by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect ETEC from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility to monitor ETEC’s vendors, contractors, partners, or sponsors for compliance with District insurance requirements for third parties. ETEC shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners, or sponsors.

A. Health & Safety Procedures

As an affiliated charter school, ETEC will adhere to District’s Health, Safety and Emergency Plans. ETEC will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

ETEC’s employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

ETEC will comply with all District policies concerning health and safety and will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the school administration to monitor all activities consistently to provide safety and security of the students. For this purpose, a team-on duty will be created by principal to supervise students at all times.

The policies will address, but not be limited to, the following State and District policies and procedures:

- The school as a drug, alcohol, and tobacco-free workplace. ETEC will participate in Red Ribbon Week. ETEC will use curriculum from Health and Wellness textbooks, the Too Good for Drugs, and Second Step to promote resistance skills.
- Employee fingerprinting and criminal background check.
All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. ETEC shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter School shall comply with LAUSD policy on Employee –to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

- Adoption and implementation of LAUSD Nutrition Network
- Sexual harassment training for all employees, students, and parents in any combination.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes. Emergency drills are conducted on a regular basis.
- First aid/C.P.R. training.
- The safety of auxiliary services (food services, transportation, custodial services, hazardous materials).
- Documentation of TB requirement for all students, staff, and volunteers. Parents are not allowed to volunteer until their TB tests are documented and on file in the office.

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District’s insurance carriers. ETEC will comply with the existing regulations that apply to public schools including CAL/OSHA, the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor Los Angeles County requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to provide the District with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

- Each classroom is provided with an emergency backpack containing first aid kit, emergency release forms, a flashlight, helmet, crowbar, and other essentials.
- Located on campus is an emergency safety shed with more extensive emergency supplies such as water, food, blankets, etc.
- ETEC has a volunteer valet safety program to direct traffic flow and encourage safety while reducing potential accidents.
ELEMENT 7: MEANS TO ACHIEVE 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.” Ed. Code § 47605 (b)(5)(G)

*Court-ordered Integration*

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40.

[Charter School] shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

**No Child Left Behind-Public School Choice (NCLB-PSC) 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 (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The [charter school] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [charter school] shall have the right to continue attending [charter school] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [charter school] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

[Charter School] will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. [Charter School] will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School. Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at [charter school] under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.
*Federal Compliance*
As 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 of 2001 (NCLB) and other applicable federal grant programs. [Charter school] understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. [charter school] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, 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, Title I, Part A include, but are not 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
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

[Charter School] also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: ADMISSION REQUIREMENTS

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

ETEC will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Admission Requirements

Enadia Technology Enriched Charter referred to as [Affiliated Charter School] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District (“resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school.

If the number of students who apply to (Affiliated Charter School) exceeds the schoolwide operational capacity, a public random drawing/lottery will be conducted. Resident students and currently enrolled students shall have preference so as to be exempt from the lottery. The lottery will have the following order of preferences:

- Students residing in LAUSD boundaries but not residing within the attendance area of the charter school

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [Affiliated Charter School] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

Enrollment/Lottery Assurances and Procedures

ETEC will designate a deadline, and all interested students will be considered for the public random drawing. The date, time, location, and method of this drawing will be printed on the application. On the drawing date, the principal and office manager will randomly draw names of the candidates. Parents of the applicants are notified immediately by phone and by a letter and are either admitted for enrollment or placed on a waiting list with an assigned number and notified by phone when space is available. The number of random applications is based upon fall enrollment projections provided by LAUSD. The waiting list will prioritize candidates according to the order in which they were drawn. This random drawing will be based on class size requirements, and to complete classes at grade level without creating splits.

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School (for example, if school mail is returned undeliverable), ETEC will assign an address verification committee to assist the office with
validating whether an address is within Enadia Way Elementary’s boundaries. Such boundaries may vary from time to time but will always be developed or revised in accordance with the policies and guidelines set for other schools in the District. However, any student who resides in the state of California may apply to ETEC. Transportation will not be provided. All applicable laws governing the minimum age for public school attendance will be adhered to.
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.” Ed. Code 47605 (b)(5)(l)

Categorical Funds
ETEC shall have control over the budgeting and expenditure of its categorical block grant funds including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, ETEC shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Latino, Black, Asian, and Other (PHBAO).

ETEC must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The ETEC will oversee the receipt and management of the categorical block grant and other fund Allocations and shall adhere to generally accepted accounting principles. ETEC may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds
Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the ETEC. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the ETEC may also be subject to adjustment in funding levels and deferrals. In addition, ETEC may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds
The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the ETEC, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the ETEC will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees
The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.
Payment for Other Services
Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation
The [Charter School’s] financial reports shall remain a part of the District’s single report to the Los Angeles County Office of Education or other regulatory body, as applicable. ETEC shall prepare and submit all required financial data and reports for inclusion in the District’s report.

Per-Pupil Budgeting
Where possible, ETEC will have the ability to implement the District’s per-pupil budgeting model.

A. Annual Audits
As an affiliated Charter School that is fully financially administered by the Los Angeles Unified School District, ETEC will follow all usual District financial planning, budgeting, and management procedures. As an affiliated Charter School operating within the District, the District will audit ETEC. The audit will be conducted in accordance with generally accepted accounting principles.

Audit and Inspection of Records
ETEC agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School 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 Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School 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.
ETEC 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.

The ETEC will develop and maintain internal fiscal control policies governing all financial activities.

B. Resolution of Exceptions and Deficiencies
As an affiliated charter school, ETEC would follow District policy around resolving any exceptions or deficiencies found during the course of an audit.
ELEMENT 10: STUDENT EXPULSIONS
“The procedures by which pupils can be suspended or expelled.” Ed. Code 47605(b)(5)(J)

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Outcome Data
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education 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.

Readmission.
The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students
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 IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. 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 504?

The charter school embraces the theory of consistent, positive discipline.

**Administrators Role in Suspension/Expulsion**
If suspension is necessary, the principal will notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal will inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior.

No student will be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will not be contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator will notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference will be held at the earliest time possible but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference will be held as soon as the student is able to attend.

**Length of Suspension**
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

**Grounds for Suspension and Expulsion**
A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- 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.
- 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.

- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- 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, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- 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.
- 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.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.
- Engaged in harassment, threats, or intimidation directed against school District personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal will provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

**Mandatory Expulsion**
Under California law, a school principal is required to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or a school-sponsored activity off campus:
• Possession of a firearm
• Brandishing a knife at another person
• Unlawfully selling a controlled substance
• Committing or attempting to commit a sexual assault or committing a sexual battery
• Possession of an explosive
• The Federal Gun-Free Schools Act also mandates the expulsion of any student who takes a firearm onto a school campus.
ELEMENT 11: RETIREMENT PROGRAMS
“The manner by 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.” Ed. Code 47605 (b)(5)(K)

As an affiliated Charter School, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the District/county bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated Charter School within the Los Angeles Unified School District, all ETEC staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions: UTLA, AALA, Local 99, Teamsters Employees will continue to be covered by STRS, PERS, and PARS.

A. Retirement Systems
Employees of the ETEC will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

For all grievance procedures and dispute resolution, due process will be implemented as applicable by all CBA and District policy.
ELEMENT 12:
ATTENDANCE ALTERNATIVES
“The public school attendance alternatives for pupils residing within the school District who choose not to attend Charter Schools.” Ed. Code 47605 (b)(5)(L)

ETEC is a school of choice. No student is required to attend, and no employee is required to work at the school. Pupils who chose not to attend ETEC may choose to attend other public schools in their District of residence or pursue an inter-District transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13: EMPLOYEE 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.” Ed. Code 47605 (b)(5)(M)

As an affiliated Charter School, all administrators, faculty and staff of ETEC will be LAUSD employees. All employees will be hired by LAUSD and maintain the same relationships to all bargaining units. 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.

If, for any reason, ETEC closes or LAUSD closes ETEC, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, ETEC employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.
ELEMENT 14:
DISPUTE RESOLUTION
“The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code 47605 (b)(5)(N)
Parents, students, board members, volunteers, and staff at ETEC will be provided with a copy of the school's policies and dispute resolution process.

The staff of ETEC and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ETEC, except any controversy or claim that is in any way related to revocation of this Charter, “Dispute,” pursuant to the terms of this Element 14.

Any Dispute between the District and ETEC shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party 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 Notifications shall be addressed as follows:

   To Charter School: Enadia Technology Enriched Charter
c/o School Principal

   To Director of Charter Schools: Charter Schools Division
   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 Dispute identified in the Written Notice (“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 Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.

Term of Charter
The school is requesting that the LAUSD Board grant a charter for ETEC that will be in effect for five years.
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).” Ed. Code 47605 (b)(5)(O)

The Los Angeles Unified School District is the exclusive public school employer of the employees of ETEC for the purposes of the Educational Employment Relations Act.

As an affiliated Charter School, ETEC will follow District policy with respect to all collective bargaining agreements. Teachers and staff in ETEC will follow District policy with respect to all existing collective bargaining agreements. Teachers and staff in ETEC will continue to be employees of the LAUSD and members of existing Collective Bargaining Units.
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.” Ed. Code 47605 (b)(5)(P)

A. Oversight, Term, and Renewal
The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires. Because ETEC will be an affiliated Charter School, District guidelines and procedures will be adhered to in all aspects of school closure. ETEC reverts back to a District traditional school in the event of a closure.

Revocation
The District may revoke the charter if ETEC 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. The District may revoke the charter of ETEC if the District finds, through a showing of substantial evidence, that the Charter School did any of the following: ETEC committed a material violation of any of the conditions, standards, or procedures set forth in the charter. ETEC failed to meet or pursue any of the pupil outcomes identified in the charter. ETEC failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. ETEC violated any provision of law. Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify ETEC in writing of the specific violation, and give ETEC a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures
The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes 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 governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented: If the affiliated Charter School’s governing council voluntarily closes the ETEC, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

The Charter Schools Division will notify the California Department of Education that ETEC has closed and the effective date. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor. Written notification to
Enadia Technology Enriched Charter (E-TEC) - Petition for Affiliated Charter

parents/guardians/caregivers of the enrolled students of the ETEC will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.

The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end ETEC’s right to operate as a charter school or cause ETEC to cease operation.

Facilities
K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Petitioner: ETEC
Petitioners’ Mailing Address: 22944 Enadia Way West Hills CA 91307
LAUSD Attendance Area, District 1
Proposed Charter School location: 22944 Enadia Way West Hills CA 91307
Proposed Charter School will be located within the boundaries of LAUSD.
Names of District school sites near proposed location: Pomelo Community Charter, Hamlin Elementary, Welby Way Gifted Magnet.
In the event that ETEC changes its status to independent charter school, during the term of this charter, ETEC shall submit a petition for material revision for District’s approval. ETEC shall meet all requirements of an independent charter that occupies LAUSD facilities; ETEC shall enter into facilities use agreement with the District and adhere to District guidelines including:

Facility status
District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, ETEC shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition ETEC will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

ETEC agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).
The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** ETEC will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

**Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities. District-Owned Facilities:** If ETEC is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, ETEC shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

ETEC agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

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- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to ETEC for use. Charter
School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than ETEC shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

**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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. 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 before the school is scheduled to open or operate in the facility or facilities. 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, 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 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. 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.
Enadia Technology Enriched Charter

Budget Submission

Funds Not Funded for 2012-2013

- Program 7S39  $-1,540.00
- Program 7N536 $-5,148.00
- Program 7N539 $-4,200.00
- Program 7N178 $-13,000.00

Total lost $-23,888.00

The Block Grant will be used to compensate for our small school budget. At the present time we are not afforded the opportunity of providing needed resources in instructional items and personnel, such as Teacher Assistants and Limited Contract Teachers. They would directly affect our students’ academic success. Due to the compliances and restriction issues of categorical funding, such as Title 1, we have had very limited funding in these areas of support. We will also increase and upgrade technological equipment at the school.

Estimated Categorical Block Budget
$300 X 250 = $75,000.00

Programs/Items to be funded with Categorical Block Grant:
- Limited Contract Teacher $13,000.00
- Curricular Trips $2,000.00
- General Supplies/IMA $5,000.00
- Day to Day Subs (31) @ 284.00 $15,000.00
- Maintenance of Equipment $4,000.00
- Teacher Assistants (2) 6hr $25,902.00
English Language Arts Content Standards

KINDERGARTEN

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print
1.1 Identify the front cover, back cover, and title page of a book.
1.2 Follow words from left to right and from top to bottom on the printed page.
1.3 Understand that printed materials provide information.
1.4 Recognize that sentences in print are made up of separate words.
1.5 Distinguish letters from words.
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/].
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
1.9 Blend vowel-consonant sounds orally to make words or syllables.
1.10 Identify and produce rhyming words in response to an oral prompt.
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
1.12 Track auditorily each word in a sentence and each syllable in a word.
1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition
1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Literature,
Structural Features of Informational Materials
2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Use pictures and context to make predictions about story content.
2.3 Connect to life experiences the information and events in texts.
2.4 Retell familiar stories.
2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text
3.1 Distinguish fantasy from realistic text.
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
3.3 Identify characters, settings, and important events.

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
1.3 Write by moving from left to right and from top to bottom.

Penmanship
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

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.

**Sentence Structure**
1.1 Recognize and use complete, coherent sentences when speaking.

**Spelling**
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

**Listening and Speaking**

1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

**Comprehension**
1.1 Understand and follow one-and two-step oral directions.
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
2.2 Recite short poems, rhymes, and songs.
2.3 Relate an experience or creative story in a logical sequence.
GRADE ONE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print
1.1 Match oral words to printed words.
1.2 Identify the title and author of a reading selection.
1.3 Identify letters, words, and sentences.

Phonemic Awareness
1.4 Distinguish initial, medial, and final sounds in single-syllable words.
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., bit/bite].
1.6 Create and state a series of rhyming words, including consonant blends.
1.7 Add, delete, or change target sounds to change words [e.g., change cow to how; pan to an].
1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
1.11 Read common, irregular sight words [e.g., the, have, said, come, give, of].
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
1.13 Read compound words and contractions.
1.14 Read inflectional forms [e.g., -s, -ed, -ing] and root words [e.g., look, looked, looking].
1.15 Read common word families [e.g., -ite, -ate].
1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions,
making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Structural Features of Informational Materials
2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Respond to who, what, when, where, and how questions.
2.3 Follow one-step written instructions.
2.4 Use context to resolve ambiguities about word and sentence meanings.
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
2.6 Relate prior knowledge to textual information.
2.7 Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
3.2 Describe the roles of authors and illustrators and their contributions to print materials.
3.3 Recollect, talk, and write about books read during the school year.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus
1.1 Select a focus when writing.
1.2 Use descriptive words when writing.
Penmanship
1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:
2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

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 appropriate to this grade level.

Sentence Structure
1.1 Write and speak in complete, coherent sentences.

Grammar
1.2 Identify and correctly use singular and plural nouns.
1.3 Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/ mine, his/ her, hers, your/s) in writing and speaking.

Punctuation
1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
1.5 Use a period, exclamation point, or question mark at the end of sentences.
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization
1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

Spelling
1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.
Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension
1.1 Listen attentively.
1.2 Ask questions for clarification and understanding.
1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication
1.4 Stay on the topic when speaking.
1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. 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 grade one outlined in Listening and Speaking Standard 1.0, students:
2.1 Recite poems, rhymes, songs, and stories.
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
2.3 Relate an important life event or personal experience in a simple sequence.
2.4 Provide descriptions with careful attention to sensory detail.
GRADE TWO

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel \( = \text{su/}\) per]; vowel-consonant/consonant-vowel \( = \text{sup/}\) er].
1.3 Decode two-syllable nonsense words and regular multisyllable words.
1.4 Recognize common abbreviations [e.g., \( \text{Jan.}, \text{Sun.}, \text{Mr.}, \text{St.} \)].
1.5 Identify and correctly use regular plurals [e.g., \( -\text{s}, -\text{es}, -\text{ies} \)] and irregular plurals [e.g., \( \text{fly}/\text{flies}, \text{wife}/\text{wives} \)].
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development
1.7 Understand and explain common antonyms and synonyms.
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
1.9 Know the meaning of simple prefixes and suffixes [e.g., \( \text{over-}, \text{un-}, \text{-ing, -ly} \)].
1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Structural Features of Informational Materials
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 State the purpose in reading (i.e., tell what information is sought).
2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.
2.4 Ask clarifying questions about essential textual elements of exposition [e.g., why, what if, how].
2.5 Restate facts and details in the text to clarify and organize ideas.
2.6 Recognize cause-and-effect relationships in a text.
2.7 Interpret information from diagrams, charts, and graphs.
2.8 Follow two-step written instructions.

3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text
3.1 Compare and contrast plots, settings, and characters presented by different authors.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus
1.1 Group related ideas and maintain a consistent focus.

Penmanship
1.2 Create readable documents with legible handwriting.

Research
1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Evaluation and Revision
1.4 Revise original drafts to improve sequence and provide more descriptive detail.

2.0 Writing Applications (Genres and Their Characteristics)
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences:
   a. Move through a logical sequence of events.
   b. Describe the setting, characters, objects, and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

**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 appropriate to this grade level.

*Sentence Structure*
1.1 Distinguish between complete and incomplete sentences.
1.2 Recognize and use the correct word order in written sentences.

*Grammar*
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

*Punctuation*
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
1.5 Use quotation marks correctly.

*Capitalization*
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

*Spelling*
1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension
1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
1.2 Ask for clarification and explanation of stories and ideas.
1.3 Paraphrase information that has been shared orally by others.
1.4 Give and follow three-and four-step oral directions.

Organization and Delivery of Oral Communication
1.5 Organize presentations to maintain a clear focus.
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
1.7 Recount experiences in a logical sequence.
1.8 Retell stories, including characters, setting, and plot.
1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. 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 grade two outlined in Listening and Speaking Standard 1.0, students:

2.1 Recount experiences or present stories:
   a. Move through a logical sequence of events.
   b. Describe story elements (e.g., characters, plot, setting).

2.2 Report on a topic with facts and details, drawing from several sources of information.
GRADE THREE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition
1.1 Know and use complex word families when reading [e.g., -ight] to decode unfamiliar words.
1.2 Decode regular multisyllabic words.
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., dog/mammal/animal/living things].
1.6 Use sentence and word context to find the meaning of unknown words.
1.7 Use a dictionary to learn the meaning and other features of unknown words.
1.8 Use knowledge of prefixes [e.g., un-, re-, pre-, bi-, mis-, dis-] and suffixes [e.g., -er, -est, -ful] to determine the meaning of words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.
2.5 Distinguish the main idea and supporting details in expository text.
2.6 Extract appropriate and significant information from the text, including problems and solutions.
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). 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 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

*Narrative Analysis of Grade-Level-Appropriate Text*
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
3.6 Identify the speaker or narrator in a selection.

**Writing**

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

*Organization and Focus*
1.1 Create a single paragraph:
   a. Develop a topic sentence.
   b. Include simple supporting facts and details.

*Penmanship*
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.
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Research
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Provide a context within which an action takes place.
   b. Include well-chosen details to develop the plot.
   c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:
   a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   b. Include the date, proper salutation, body, closing, and signature.

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 appropriate to this grade level.

Sentence Structure
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
 Grammar
1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

 Punctuation
1.5 Punctuate dates, city and state, and titles of books correctly.
1.6 Use commas in dates, locations, and addresses and for items in a series.

 Capitalization
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

 Spelling
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., hair-hare].
1.9 Arrange words in alphabetic order.

 Listening and Speaking

 1.0 Listening and Speaking Strategies
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

 Comprehension
1.1 Retell, paraphrase, and explain what has been said by a speaker.
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
1.3 Respond to questions with appropriate elaboration.
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

 Organization and Delivery of Oral Communication
1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.
Analysis and Evaluation of Oral and Media Communications

1.10  Compare ideas and points of view expressed in broadcast and print media.
1.11  Distinguish between the speaker's opinions and verifiable facts.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. 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 grade three outlined in Listening and Speaking Standard 1.0, students:

2.1  Make brief narrative presentations:
   a. Provide a context for an incident that is the subject of the presentation.
   b. Provide insight into why the selected incident is memorable.
   c. Include well-chosen details to develop character, setting, and plot.

2.2  Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
2.3  Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
GRADE FOUR

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Word Recognition
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., international].
1.5 Use a thesaurus to determine related words and concepts.
1.6 Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
2.5 Compare and contrast information on the same topic after reading several passages or articles.
2.6 Distinguish between cause and effect and between fact and opinion in expository text.
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). 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 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Narrative Analysis of Grade-Level-Appropriate Text
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

Writing

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
1.2 Create multiple-paragraph compositions:
   a. Provide an introductory paragraph.
   b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
   c. Include supporting paragraphs with simple facts, details, and explanations.
   d. Conclude with a paragraph that summarizes the points.
e. Use correct indentation.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Penmanship
1.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology
1.5 Quote or paraphrase information sources, citing them appropriately.
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Relate ideas, observations, or recollections of an event or experience.
   b. Provide a context to enable the reader to imagine the world of the event or experience.
   c. Use concrete sensory details.
   d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:
   a. Demonstrate an understanding of the literary work.
   b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:
a. Frame a central question about an issue or situation.
b. Include facts and details for focus.
c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

**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 appropriate to this grade level.

*Sentence Structure*
1.1 Use simple and compound sentences in writing and speaking.
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

*Grammar*
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

*Punctuation*
1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns, and in contractions.
1.5 Use underlining, quotation marks, or italics to identify titles of documents.

*Capitalization*
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

*Spelling*
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

**Listening and Speaking**

**1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Comprehension
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
1.4 Give precise directions and instructions.

Organization and Delivery of Oral Communication
1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Analysis and Evaluation of Oral Media Communication
1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. 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 grade four outlined in Listening and Speaking Standard 1.0, students:

2.1 Make narrative presentations:
   a. Relate ideas, observations, or recollections about an event or experience.
   b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
   c. Provide insight into why the selected event or experience is memorable.

2.2 Make informational presentations:
   a. Frame a key question.
   b. Include facts and details that help listeners to focus.
   c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
GRADE FIVE

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

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

Word Recognition
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development
1.2 Use word origins to determine the meaning of unknown words.
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. 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 eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique
2.5 Distinguish facts, supported inferences, and opinions in text.
3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 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 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

*Narrative Analysis of Grade-Level-Appropriate Text*
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

*Literary Criticism*
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

*Writing*

1.0 Writing Strategies

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

*Organization and Focus*
1.1 Create multiple-paragraph narrative compositions:
   a. Establish and develop a situation or plot.
   b. Describe the setting.
   c. Present an ending.

1.2 Create multiple-paragraph expository compositions:
   a. Establish a topic, important ideas, or events in sequence or chronological order.
b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

c. Offer a concluding paragraph that summarizes important ideas and details.

**Research and Technology**

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

**Evaluation and Revision**

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

**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 outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.1 Write narratives:

   a. Establish a plot, point of view, setting, and conflict.

   b. Show, rather than tell, the events of the story.

2.2 Write responses to literature:

   a. Demonstrate an understanding of a literary work.

   b. Support judgments through references to the text and to prior knowledge.

   c. Develop interpretations that exhibit careful reading and understanding.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

   a. Frame questions that direct the investigation.

   b. Establish a controlling idea or topic.

   c. Develop the topic with simple facts, details, examples, and explanations.

2.4 Write persuasive letters or compositions:

   a. State a clear position in support of a proposal.
b. Support a position with relevant evidence.

c. Follow a simple organizational pattern.

d. Address reader concerns.

**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 appropriate to this grade level.

*Sentence Structure*

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

*Grammar*

1.2 Identify and correctly use verbs that are often misused (e.g., *lie*/*lay*, *sit*/*set*, *rise*/*raise*), modifiers, and pronouns.

*Punctuation*

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

*Capitalization*

1.4 Use correct capitalization.

*Spelling*

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

**Listening and Speaking**

**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 questions that seek information not already discussed.

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

1.3 Make inferences or draw conclusions based on an oral report.
Organization and Delivery of Oral Communication
1.4 Select a focus, organizational structure, and point of view for an oral presentation.
1.5 Clarify and support spoken ideas with evidence and examples.
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.0 Speaking Applications (Genres and Their Characteristics)

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

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
   b. Show, rather than tell, the listener what happens.

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

2.3 Deliver oral responses to literature:
   a. Summarize significant events and details.
   b. Articulate an understanding of several ideas or images communicated by the literary work.
   c. Use examples or textual evidence from the work to support conclusions.
Mathematical Content Standards

KINDERGARTEN

Mathematical Content Standards
By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense
1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
   1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
   1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
   1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Students understand and describe simple additions and subtractions:
   2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:
   3.1 Recognize when an estimate is reasonable.

Algebra and Functions
1.0 Students sort and classify objects:
   1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Measurement and Geometry
1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:
   1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).
   1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
   1.3 Name the days of the week.
1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

2.0 Students identify common objects in their environment and describe the geometric features:
   2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
   2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Statistics, Data Analysis, and Probability
1.0 Students collect information about objects and events in their environment:
   1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
   1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Mathematical Reasoning
1.0 Students make decisions about how to set up a problem:
   1.1 Determine the approach, materials, and strategies to be used.
   1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Students solve problems in reasonable ways and justify their reasoning:
   2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.
   2.2 Make precise calculations and check the validity of the results in the context of the problem.
GRADE ONE

Mathematics Content Standards

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Number Sense

1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100.

1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 -2, 11 -3).

1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).

1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

2.2 Use the inverse relationship between addition and subtraction to solve problems.

2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

2.4 Count by 2s, 5s, and 10s to 100.

2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

2.6 Solve addition and subtraction problems with one-and two-digit numbers (e.g., 5 + 58 = __).
2.7 Find the sum of three one-digit numbers.

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:

3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions

1.0 Students use number sentences with operational symbols and expressions to solve problems:

1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

1.2 Understand the meaning of the symbols +, -, =.

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

Measurement and Geometry

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

2.3 Give and follow directions about location.

2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).
Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and compare data by category on simple graphs and charts:

   1.1 Sort objects and data by common attributes and describe the categories.

   1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:

   2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

   1.1 Determine the approach, materials, and strategies to be used.

   1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

   2.1 Explain the reasoning used and justify the procedures selected.

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

3.0 Students note connections between one problem and another.
GRADE TWO

Mathematics Content Standards

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).

1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions.

2.2 Find the sum or difference of two whole numbers up to three digits long.

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

3.0 Students model and solve simple problems involving multiplication and division:

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:
4.1 Recognize, name, and compare unit fractions from 1/12 to 1/2.

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

5.1 Solve problems using combinations of coins and bills.

5.2 Know and use the decimal notation and the dollar and cent symbols for money.

6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

Algebra and Functions

1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

1.1 Use the commutative and associative rules to simplify mental calculations and to check results.

1.2 Relate problem situations to number sentences involving addition and subtraction.

1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

Measurement and Geometry

1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:

1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
1.3 Measure the length of an object to the nearest inch and/or centimeter.

1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:

2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

Statistics, Data Analysis, and Probability

1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

1.1 Record numerical data in systematic ways, keeping track of what has been counted.

1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

1.3 Identify features of data sets (range and mode).

1.4 Ask and answer simple questions related to data representations.

2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:

2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 …; the number of ears on one horse, two horses, three horses, four horses).

2.2 Solve problems involving simple number patterns.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:
1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

2.1 Defend the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results in the context of the problem.

3.0 Students note connections between one problem and another.
GRADE THREE

Mathematics Content Standards

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense

1.0 Students understand the place value of whole numbers:

1.1 Count, read, and write whole numbers to 10,000.

1.2 Compare and order whole numbers to 10,000.

1.3 Identify the place value for each digit in numbers to 10,000.

1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1 Find the sum or difference of two whole numbers between 0 and 10,000.

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.

2.3 Use the inverse relationship of multiplication and division to compute and check results.

2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __).

2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __).

2.6 Understand the special properties of 0 and 1 in multiplication and division.

2.7 Determine the unit cost when given the total cost and number of units.

2.8 Solve problems that require two or more of the skills mentioned above.
3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).

3.2 Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).

Algebra and Functions

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

1.2 Solve problems involving numeric equations or inequalities.

1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?).

1.4 Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).

1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).

2.0 Students represent simple functional relationships:

2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on
a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

Measurement and Geometry

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

1.3 Find the perimeter of a polygon with integer sides.

1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).

2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).

2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.

2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

2.6 Identify common solid objects that are the components needed to make a more complex solid object.

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

1.1 Identify whether common events are certain, likely, unlikely, or improbable.
1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.

1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

**Mathematical Reasoning**

1.0 **Students make decisions about how to approach problems:**
   1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

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

   2.4 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.

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

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

3.0 **Students 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 apply them in other circumstances.
GRADE FOUR
Mathematics Content Standards

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Section 1.01  Number Sense

a)  1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

1.1 Read and write whole numbers in the millions.

1.2 Order and compare whole numbers and decimals to two decimal places.

1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.

1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalence of fractions (see Standard 4.0).

1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).

1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.

1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").

1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

b)  2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:

2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

c) **3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:**

3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi digit numbers.

3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number by a two-digit number and for dividing a multi digit number by a one-digit number; use relationships between them to simplify computations and to check results.

3.3 Solve problems involving multiplication of multi digit numbers by two-digit numbers.

3.4 Solve problems involving division of multi digit numbers by one-digit numbers.

d) **4.0 Students know how to factor small whole numbers:**

4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).

4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

**Section 1.02 Algebra and Functions**

a) **1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**

1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).

1.2 Interpret and evaluate mathematical expressions that now use parentheses.

1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

1.4 Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.

1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.

b) **2.0 Students know how to manipulate equations:**
Section 1.03  Measurement and Geometry

a)  1.0 Students understand perimeter and area:

1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).

1.2 Recognize that rectangles that have the same area can have different perimeters.

1.3 Understand that rectangles that have the same perimeter can have different areas.

1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

b)  2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:

2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation \( y = 3x \) and connect them by using a straight line).

2.2 Understand that the length of a horizontal line segment equals the difference of the \( x \)-coordinates.

2.3 Understand that the length of a vertical line segment equals the difference of the \( y \)-coordinates.

c)  3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:

3.1 Identify lines that are parallel and perpendicular.

3.2 Identify the radius and diameter of a circle.

3.3 Identify congruent figures.

3.4 Identify figures that have bilateral and rotational symmetry.

3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns.

3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in
terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.

3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

Section 1.04 Statistics, Data Analysis, and Probability

a) 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:

1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

1.3 Interpret one-and two-variable data graphs to answer questions about a situation.

b) 2.0 Students make predictions for simple probability situations:

2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).

2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).

Section 1.05 Mathematical Reasoning

a) 1.0 Students make decisions about how to approach problems:

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

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

b) 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 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.4 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.

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

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

c) 3.0 Students 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 apply them in other circumstances.
GRADE FIVE

Mathematics Content Standards

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Section 1.06  Number Sense

a) 1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:

1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.

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

1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.

1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., 24 = 2 x 2 x 2 x 3 = 2^3 x 3).

1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

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

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

2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
2.4 Understand the concept of multiplication and division of fractions.
2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

**Section 1.07**

**Section 1.08 Algebra and Functions**

a) 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:

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

1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

1.3 Know and use the distributive property in equations and expressions with variables.

1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.

1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

**Section 1.09 Measurement and Geometry**

a) 1.0 Students understand and compute the volumes and areas of simple objects:

1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).

1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.

1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm³], cubic meter [m³], cubic inch [in³], cubic yard [yd³]) to compute the volume of rectangular solids.

1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).

b) 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:

2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor,
drawing software).

2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.

2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Section 1.10

Section 1.11  Statistics, Data Analysis, and Probability

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

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

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

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

1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.

1.5 Know how to write ordered pairs correctly; for example, (x, y).

Section 1.12  Mathematical Reasoning

a)  1.0 Students make decisions about how to approach problems:

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

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

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

2.4 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.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6 Make precise calculations and check the validity of the results from the context of the problem.

c) 3.0 Students 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 apply them in other circumstances.
## English Language Development Standards

### Reading

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Word Analysis</th>
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<tbody>
<tr>
<td><strong>Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development</strong></td>
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<tr>
<td>Grades K-2</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</td>
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<tr>
<td>Recognize and correctly pronounce most English phonemes while reading aloud.</td>
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<td>Grades 9-12</td>
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<td>Recognize sound/symbol relationships in one's own writing.</td>
<td>Recognize the most common English morphemes in phrases and simple sentences.</td>
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<td></td>
<td>Grades K–2</td>
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<tr>
<td>Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</td>
<td>While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., /a/ in <em>cat</em> and final consonants).</td>
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<tr>
<td><strong>English-Language Arts Content Standards</strong></td>
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<tr>
<td><strong>Kindergarten: Phonemic Awareness</strong></td>
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<tr>
<td>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/; /j, d, j/).</td>
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<td>1.10 Identify and produce rhyming words in response to an oral prompt.</td>
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<td><strong>Grade One: Phonemic Awareness</strong></td>
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<tr>
<td>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</td>
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</tr>
<tr>
<td>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</td>
<td>Grade One: Phonemic Awareness</td>
</tr>
<tr>
<td>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).</td>
<td>Grade One: Phonemic Awareness</td>
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<tr>
<td><strong>Decoding and Word</strong></td>
<td>Recognize sound/symbol relation-ships and basic</td>
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<td>Grades K–2</td>
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<tr>
<td>Recognition</td>
<td>word-formation rules in phrases, simple sentences, or simple text.</td>
</tr>
<tr>
<td>&quot;English–Language Arts Content Standards Grade Two: Decoding and Word Recognition&quot; 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).</td>
<td>Identify cognates (e.g., agonía, agony) and false cognates (e.g., éxito, exit) in literature and texts in content areas.</td>
</tr>
<tr>
<td>Concepts About Print</td>
<td>Recognize and name all uppercase and lowercase letters of the alphabet.</td>
</tr>
<tr>
<td>&quot;English–Language Arts Content Standards Kindergarten&quot; 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that</td>
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<td>sentences in print are made up of separate words.</td>
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<td></td>
<td>1.5 Distinguish letters from words.</td>
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<tr>
<td><strong>Grade One</strong></td>
<td>1.1 Match spoken words to printed words.</td>
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<td></td>
<td>1.3 Identify letters, words, and sentences.</td>
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</table>
### Reading

#### Word Analysis

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<tr>
<td><strong>Phonemic Awareness and Decoding</strong></td>
<td><strong>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</strong></td>
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</tbody>
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### English-Language Arts Content Standards

#### Kindergarten: Phonemic Awareness

1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).

1.9 Blend vowel-consonant sounds orally to make words or syllables.

1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

1.12 Track auditorily each word in a sentence and each syllable in a word.

1.13 Count the number of sounds in syllables and syllables in words.
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<td>Grades K-2</td>
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<tr>
<td><strong>Grade Two</strong></td>
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<tr>
<td>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</td>
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<tr>
<td>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/ consonant-vowel = sup/per).</td>
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<tr>
<td>1.3 Decode two-syllable nonsense words and regular multisyllable words.</td>
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<tr>
<td>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).</td>
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<tr>
<td>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</td>
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<tr>
<td>Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.</td>
<td>Distinguish between cognates and false cognates in literature and texts in content areas.</td>
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|                                 | frequency words (i.e., sight words).
|                                 | 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). |
| **Grade One: Decoding and Word Recognition** | | | | |
| 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. | | | | |
| 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of). | | | | |
| 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. | | | | |
| 1.13 Read compound words and contractions. | | | | |
| 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). | | | | |
| 1.15 Read common word families (e.g., -ite, -ate). | | | | |
| 1.16 Read aloud with fluency in a manner that sounds like natural speech. | | | | |
### Reading

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#### English Language Arts Content Standards

**Kindergarten**

1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

**Grade One**

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and
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Reading

Fluency and Systematic Vocabulary Development

As the English learner recognizes and produces the sounds of English, the student is simultaneously building vocabulary. Learning new labels for concepts, objects, and actions is a key building block for the integration of the language. The pathways in the English-language development (ELD) standards lead to the achievement of fluent oral and silent reading. Those pathways are created by building vocabulary and are demonstrated through actions and spoken words, phrases, and sentences and by transferring this understanding to reading. The successful learning of a second language requires that the instruction of students be highly integrated to include all language skills and challenging activities that focus on subject-matter content (Brinton, Snow, and Wesche 1989). Therefore, at the higher proficiency levels, the student is asked to apply knowledge of vocabulary to literature and subject-matter texts and achieve an appropriate level of independent reading.

At the lower ELD proficiency levels, reading materials should be at the student’s developmental level. Grade-level reading materials should be used with students working at the advanced level. In addition to demonstrating proficiency in the ELD standards, students at the advanced level must also demonstrate proficiency in the English–language arts standards at their own grade level and at all prior grade levels. To ensure each student’s success, schools must offer instruction leading to proficiency in the language arts standards. Instruction must begin as early as possible within the framework of the ELD standards. To ensure that all English learners achieve proficiency in the language arts standards, teachers must concurrently use both documents: the English–language arts standards and the ELD standards.
### Reading

#### Fluency and Systematic Vocabulary Development

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td>Grades K-2</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
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</tr>
<tr>
<td>Read aloud simple words (e.g., nouns and adjectives) in stories or games.</td>
<td>Read aloud simple words (e.g., nouns and adjectives) in stories or games.</td>
<td>Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.</td>
</tr>
<tr>
<td><strong>English-Language Arts Content Standards Kindergarten</strong></td>
<td></td>
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</tr>
<tr>
<td>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
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</tr>
<tr>
<td>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</td>
<td>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</td>
<td>Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).</td>
</tr>
<tr>
<td></td>
<td>Create a simple dictionary of words frequently used by the student.</td>
<td>Use an English dictionary to find the meaning of simple known vocabulary.</td>
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<tr>
<td>English-language arts substrand</td>
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<tr>
<td>Speaking.</td>
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<thead>
<tr>
<th></th>
<th>Beginning ELD level</th>
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<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>comprehension of simple</td>
<td>comprehension of</td>
</tr>
<tr>
<td>vocabulary with an appropriate</td>
<td>vocabulary with an</td>
</tr>
<tr>
<td>action.</td>
<td>appropriate action.</td>
</tr>
<tr>
<td>Retell simple stories by using</td>
<td>Retell simple stories by using drawings, words,</td>
</tr>
<tr>
<td>drawings, words, or phrases.</td>
<td>or phrases.</td>
</tr>
<tr>
<td>Produce simple vocabulary</td>
<td>Produce simple</td>
</tr>
<tr>
<td>(single words or short phrases)</td>
<td>vocabulary (single</td>
</tr>
<tr>
<td>to communicate basic needs in</td>
<td>words or short</td>
</tr>
<tr>
<td>social and academic settings</td>
<td>phrases) to</td>
</tr>
<tr>
<td>(e.g., locations, greetings,</td>
<td>communicate basic</td>
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<tr>
<td>classroom objects).</td>
<td>needs in social and</td>
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<tr>
<td></td>
<td>academic settings</td>
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<tr>
<td></td>
<td>(e.g., locations,</td>
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<tr>
<td></td>
<td>greetings, classroom</td>
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<tr>
<td></td>
<td>objects).</td>
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</tbody>
</table>


## Reading

### Fluency and Systematic Vocabulary Development

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early intermediate ELD level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td>Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</td>
</tr>
<tr>
<td>Read simple vocabulary, phrases, and sentences independently.</td>
<td>Read simple vocabulary, phrases, and sentences independently.</td>
</tr>
<tr>
<td>Read aloud an increasing number of English words.</td>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</td>
</tr>
<tr>
<td>Demonstrate internalization of</td>
<td>Demonstrate internalization of</td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Early intermediate ELD level</td>
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</tr>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</td>
<td>English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</td>
</tr>
<tr>
<td>English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</td>
<td>Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts.</td>
</tr>
<tr>
<td>Vocabulary and Concept Development (cont.)</td>
<td>Use a standard dictionary to find the meaning of known vocabulary.</td>
</tr>
</tbody>
</table>

*Teachers are to monitor English learners’ acquisition of English and provide correction so that kindergarten students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.
### Reading

<table>
<thead>
<tr>
<th><strong>Fluency and Systematic Vocabulary Development</strong></th>
<th><strong>Intermediate ELD level</strong></th>
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<tbody>
<tr>
<td><strong>English-language arts substrand</strong></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td></td>
</tr>
<tr>
<td>Create a simple dictionary of frequently used words.</td>
<td>Use a standard dictionary to determine meanings of unknown words.</td>
</tr>
<tr>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.</td>
<td>Use knowledge of English morphemes, phonics, and syntax to decode text.</td>
</tr>
<tr>
<td>Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.</td>
<td>Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.</td>
</tr>
<tr>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*</td>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*</td>
</tr>
<tr>
<td>Use decoding skills to read more complex words independently.</td>
<td>Read grade-appropriate narrative and expository texts aloud with appropriate</td>
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</table>

*Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Intermediate ELD level</th>
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<tbody>
<tr>
<td><strong>Vocabulary and Concept Development</strong> <em>(The standards are also addressed in “Listening and Speaking.”)</em></td>
<td>Grades K-2</td>
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<tr>
<td><strong>English–Language Arts Content Standards</strong></td>
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<tr>
<td><strong>Grade One</strong></td>
<td></td>
</tr>
<tr>
<td>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</td>
<td>pacing, intonation, and expression.</td>
</tr>
<tr>
<td>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</td>
<td>Use content-related vocabulary in discussions and reading.</td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
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</tr>
<tr>
<td>1.18 Describe common objects and events in both general and specific language.</td>
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<tr>
<td>Apply knowledge of content-related</td>
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**English–Language Arts Content Standards**
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<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
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<tr>
<td></td>
<td>vocabulary to discussions and reading.</td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development and Decoding and Word Recognition</strong></td>
<td>Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove, jumping).</td>
</tr>
</tbody>
</table>

*Teachers are to monitor English learners’ acquisition of English and provide correction so that kindergarten students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.*
### Reading

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<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td></td>
</tr>
<tr>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</td>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</td>
</tr>
<tr>
<td>Recognize simple antonyms and synonyms (e.g., good, bad; blend, mix) in stories or games.</td>
<td>Recognize that some words have multiple meanings (e.g., present/gift, present/time) in literature and texts in content areas.</td>
</tr>
<tr>
<td>Use simple prefixes and suffixes when they are attached to known vocabulary.</td>
<td>Use some common root words and affixes when they are attached to known vocabulary (e.g., educate, education).</td>
</tr>
<tr>
<td><strong>English-Language Arts Content Standards Grade Two</strong></td>
<td></td>
</tr>
<tr>
<td>1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).</td>
<td>Use a standard dictionary to find the meaning of known vocabulary.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early advanced ELD level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
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<tr>
<td></td>
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<tr>
<td>Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas.</td>
<td></td>
</tr>
<tr>
<td>Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.</td>
<td>Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</td>
</tr>
<tr>
<td>Recognize some common idioms (e.g., &quot;scared silly&quot;) in discussions and reading.</td>
<td>Recognize idioms, analogies, and metaphors used in literature and texts in content areas.</td>
</tr>
<tr>
<td>Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</td>
<td>Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</td>
</tr>
</tbody>
</table>
### Reading

#### Fluency and Systematic Vocabulary Development

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<tbody>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Explain common antonyms and synonyms.</td>
<td>Apply knowledge of common root words and affixes when they are attached to known vocabulary.</td>
</tr>
<tr>
<td><strong>English-Language Arts Content Standards</strong></td>
<td><strong>Grade Two</strong></td>
</tr>
<tr>
<td>1.7 Understand and explain common antonyms and synonyms.</td>
<td>1.10 Identify simple multiple-meaning words.</td>
</tr>
<tr>
<td>Recognize words that have multiple meanings in texts.</td>
<td>Recognize that some words have multiple meanings and apply this knowledge consistently.</td>
</tr>
<tr>
<td><strong>English-Language Arts Content Standards</strong></td>
<td><strong>Grade Two</strong></td>
</tr>
<tr>
<td>Apply knowledge of academic and social vocabulary to achieve independent reading.</td>
<td>Apply knowledge of academic and social vocabulary to achieve independent reading.</td>
</tr>
<tr>
<td><strong>English-language arts substrand</strong></td>
<td><strong>Advanced ELD level</strong></td>
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<tr>
<td><strong>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</strong></td>
<td><strong>Use common idioms, some analogies, and metaphors in discussion and reading.</strong></td>
</tr>
<tr>
<td><strong>Use a standard dictionary to determine the meaning of unknown words.</strong></td>
<td><strong>Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.</strong></td>
</tr>
</tbody>
</table>

### Decoding and Word Recognition

#### **English-Language Arts Content Standards Kindergarten**

1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters
<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Advanced ELD level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>change, so do the sounds (i.e., the alphabetic principle).</td>
<td></td>
</tr>
</tbody>
</table>

**Grade One**

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).  

1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

1.15 Read
<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Advanced ELD level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>common word families (e.g., -ite, -ate).</td>
<td>1.16 Read aloud with fluency in a manner that sounds like natural speech.</td>
</tr>
<tr>
<td><strong>Grade Two</strong></td>
<td>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).</td>
</tr>
<tr>
<td></td>
<td>1.3 Decode two-syllable nonsense words and regular multisyllable words.</td>
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<td></td>
<td>1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).</td>
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<td></td>
<td>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies).</td>
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<tr>
<td>English-language arts substrand</td>
<td>Advanced ELD level</td>
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<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>and irregular plurals (e.g., fly/flies, wife/wives)</td>
<td></td>
</tr>
</tbody>
</table>
READING

Reading Comprehension

Reading comprehension and literary response and analysis are the two pathways of the ELD standards that lead to mastery of the academic content of the language arts standards. The English learner requires instruction in which listening, speaking, reading, and writing are presented in an integrated format. The ELD standards vary according to the grade level and the age of the student: early childhood (ages five to seven years), middle childhood (ages eight to ten years), and young adult (ages eleven to sixteen years). The speed of acquisition of academic language in English differs within those three groups (Collier 1992). Older children and adults, over the short term, proceed more quickly through the very early stages of syntactical and morphological development (Scarcella and Oxford 1992). Young children proceed less quickly, but in the long run they achieve higher levels of proficiency in a second language than do older children and adults. The influence of age is most evident with younger children who are able to learn a second language and speak that language with nativelike fluency and pronunciation (Selinker 1972). Younger children exhibit few of the inappropriate (e.g., phonological, syntactical, or morphological) forms of the second language that often are problematic for older children and adults and that require extensive remediation.

When English learners reach the advanced level of the ELD standards, they must also be able to demonstrate proficiency in the language arts standards for their current grade level and all prior grade levels. Students at the advanced level of the ELD standards must use grade-level texts; however, students working at lower levels should use reading materials appropriate for their developmental levels. To ensure that English learners become proficient in both the ELD and the language arts standards, teachers must use the two standards documents concurrently and provide instruction leading to proficiency in the language arts standards at a level no later than the intermediate level of the ELD standards.
### Reading

#### Reading Comprehension

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<thead>
<tr>
<th>English-language arts substrand</th>
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<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</td>
<td>Respond orally to stories read aloud, giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.</td>
</tr>
<tr>
<td>Respond orally to stories read aloud, giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.</td>
<td></td>
</tr>
<tr>
<td>Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).</td>
<td>Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.</td>
</tr>
<tr>
<td>Understand and follow simple one-step directions for classroom activities.</td>
<td>Understand and follow simple one-step directions for classroom activities.</td>
</tr>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level Appropriate Text</strong></td>
<td>Identify, using key words or pictures, the basic sequence of events in stories read</td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td><strong>Beginning ELD level</strong></td>
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<td>Grades K-2</td>
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<tr>
<td></td>
<td>aloud.</td>
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<td></td>
<td>Identify, using key words and/or phrases, the main idea in a story read aloud.</td>
</tr>
<tr>
<td></td>
<td>Point out text features, such as the title, table of contents, and chapter headings.</td>
</tr>
<tr>
<td>Structural Features of Informational Materials</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</td>
<td></td>
</tr>
</tbody>
</table>
### Reading Comprehension

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early intermediate ELD level</th>
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<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
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</tr>
<tr>
<td>Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</td>
<td>Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).</td>
<td>Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.</td>
<td>Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Draw and label pictures related to a story topic or one’s own experience.</strong></td>
<td>Read and orally identify relationships between written text and one’s own experience by using simple sentences.</td>
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</tr>
<tr>
<td>Understand and follow simple two-step directions for classroom activities.</td>
<td>Understand and follow simple two-step directions for classroom activities.</td>
<td>Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.</td>
<td>Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.</td>
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<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
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</tr>
<tr>
<td>Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</td>
<td>Orally identify, using simple sentences, the basic sequence of events in text that one reads.</td>
<td>Identify and orally explain categories of familiar informational materials by using simple sentences.</td>
<td>Orally identify the features of simple excerpts of public documents by using key words or phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw logical inferences from a story read aloud.</td>
<td>Read text and orally identify the main ideas by using simple sentences and drawing</td>
<td>Read text and orally identify the main ideas and details of informational materials,</td>
<td>Read and verbally identify a few specific facts in simple expository text, such as</td>
<td></td>
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</tbody>
</table>

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**Reading**

**Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.**

**Draw and label pictures related to a story topic or one’s own experience.**

**Understand and follow simple two-step directions for classroom activities.**

**Orally identify, using key words or phrases, the basic sequence of events in text read aloud.**

**Draw logical inferences from a story read aloud.**
<table>
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<tr>
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</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</td>
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<td>Structural Features of Informational Materials</td>
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</table>

- Inferences about the text.
- Literary text, and text in content areas by using simple sentences.
- Consumer and workplace documents and content area text.
- Read and identify basic text features such as the title, table of contents, and chapter headings.
- Orally identify examples of fact and opinion in familiar texts read aloud.
- Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.
- Orally identify the factual components of simple informational materials by using key words or phrases.
- In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
- Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.

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## Reading

### Reading Comprehension

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Intermediate ELD level</th>
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<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
<td>Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</td>
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<tr>
<td></td>
<td>While reading aloud in a group, point out basic text features, such as the title, table of contents, chapter headings, and chapter headings.</td>
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<tr>
<td></td>
<td>Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td>Write captions or phrases for drawings related to a story.</td>
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<tr>
<td></td>
<td>Understand and</td>
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<td>English-language arts substrand</td>
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<td>Grades K-2</td>
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<tr>
<td>follow some multiple-step directions for classroom-related activities.</td>
<td>follow some multiple-step directions for classroom-related activities.</td>
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</table>

### Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique

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<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td>Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</td>
<td>Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</td>
<td>Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.</td>
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### Structural Features of Informational Materials

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<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td>Identify and use detailed sentences to explain orally the differences among some categories of informational materials.</td>
<td>Identify and use detailed sentences to explain orally the differences among some categories of informational materials.</td>
<td>Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.</td>
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<tr>
<td>Understand and orally identify the features and elements of common consumer (e.g., read and use simple sentences to identify orally the features and the rhetorical devices of simple)</td>
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<table>
<thead>
<tr>
<th>English-language arts substrand</th>
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### Reading

#### Reading Comprehension

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<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text</td>
<td>Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.</td>
<td>Describe the main ideas and supporting details of a text.</td>
<td>Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.</td>
<td>Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</td>
<td>Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</td>
<td>Generate and respond to comprehension questions related to the text.</td>
<td>Describe relationships between the text and one's personal experience.</td>
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<tr>
<td>Comprehension</td>
<td>Read and use basic text features, such as the title, table of contents, and chapter headings.</td>
<td>Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.</td>
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<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</td>
<td>Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</td>
<td>Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</td>
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<td>Analyze the structure and format of workplace documents and the way in which authors use structure and format to achieve their</td>
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<td>English-language arts substrand</td>
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<td></td>
<td>Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</td>
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<td>Prepare oral and written reports that evaluate the credibility of an author’s argument or defense of a claim (include a bibliography).</td>
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<tr>
<td>Structural Features of Informational Materials Structural</td>
<td>Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</td>
<td>Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).</td>
<td>Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.</td>
<td>Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).</td>
<td>Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).</td>
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</table>
### Reading

#### Reading Comprehension

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<tr>
<th>English-language arts substrand</th>
<th>Advanced ELD level</th>
<th>Grades K-2</th>
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<tbody>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
<td></td>
<td>Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.</td>
<td>Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.</td>
<td>Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.</td>
<td>Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.</td>
</tr>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</strong></td>
<td>Describe main ideas and supporting details, including supporting evidence.</td>
<td>Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.</td>
<td>Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.</td>
<td>Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).</td>
<td>Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices.</td>
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<tr>
<td><strong>Structural Features of Informational Materials</strong></td>
<td>Identify and analyze the differences between various categories of informational materials (textbooks,</td>
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</table>
| Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique, and Structural Features of Informational Materials | Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect. | newspapers, instructional manuals, signs). | key ideas, syntax, and word choice in texts across content areas. | Prepare oral and written reports that evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report. | Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or
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<th>English-language arts substrand</th>
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REASONING

Literary Response and Analysis

For English learners to improve their English skills and reduce the likelihood that those skills will level off before the students reach fluency, they need to learn academic content along with language skills. Instruction in academic areas, such as literature, mathematics, geography, history, government, and science, not only familiarizes learners with the content of the discipline, but also, what is more important, teaches them how to use the language required to communicate in the discipline (Mohan 1986). English learners at all fluency levels are highly motivated by instruction in academic subjects. They immediately see the value of learning to use English to meet their every-day needs and to help them succeed in school as they learn how to communicate in an academic area (Snow, Met, and Genesee 1989). Students whose English is not quite fluent may be motivated to work harder to develop English fluency so that they can communicate successfully in an academic area that they think may be important in their future.

Learning the reading, writing, speaking, and listening skills necessary to achieve English fluency is critical for English learners. Achieving fluency requires learning the basic structure of English (Gass and Selinker 1994). Literature is a critical component for developing fluency in English. Through literature the students are exposed to a broader range of English grammatical constructions and usage than they will generally experience in listening and speaking. Reading and responding to literature are also vehicles through which all students, including English learners, develop rich vocabularies. Teachers will frequently give students writing assignments for which they use literature as a model to produce an independent piece of writing. As English learners study literature, the opportunities increase for them to understand various literary features and use them in their own writing. This development in turn will enable them to move toward demonstrating proficiency in all the English-language arts standards.

At the lower ELD proficiency levels, reading materials should be at students’ developmental proficiency level. Grade-level reading materials should be used with students who work at the advanced level. Students working at the advanced level of the ELD standards should also demonstrate proficiency in “Literary Response and Analysis” skills of the English-language arts standards. To ensure that students develop proficiency in both the ELD and the language arts standards, teachers must work concurrently with the two standards documents and the Reading/Language Arts Framework (1999).
### Reading

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<thead>
<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong> <em>(The standards are also addressed in “Reading Comprehension.”)</em></td>
<td><strong>Grades K-2</strong></td>
<td>Identify orally the beginning, middle, and end of a simple literary text.</td>
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<tr>
<td>Listen to a story and respond orally in one or two words to factual comprehension questions.</td>
<td><strong>Grades 3-5</strong></td>
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<td><strong>Grades 6-8</strong></td>
<td><strong>Identify orally in one or two words to factual comprehension questions.</strong></td>
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<tr>
<td><strong>Grades 9-12</strong></td>
<td><strong>Identify orally in two words to factual comprehension questions about simple literary texts.</strong></td>
<td></td>
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<tr>
<td>Draw pictures related to a work of literature identifying setting and characters.</td>
<td><strong>Identify orally different characters and settings in simple literary texts by using words or phrases.</strong></td>
<td><strong>Read a simple selection and orally identify the speaker or narrator.</strong></td>
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<tr>
<td>Identify orally different characters and settings in simple literary texts by using words or phrases.</td>
<td><strong>Identify orally different characters and settings in simple literary texts by using words or phrases.</strong></td>
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<tr>
<td>Role-play a character from a familiar piece of literature by using words and phrases.</td>
<td><strong>Role-play a character from a familiar piece of literature by using phrases or simple sentences.</strong></td>
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</tr>
<tr>
<td>Distinguish between fiction and nonfiction by giving one-or two-word oral responses.</td>
<td><strong>Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.</strong></td>
<td><strong>Recognize the difference in points of view between first person and third person by using phrases or simple sentences.</strong></td>
</tr>
<tr>
<td><strong>Structural Features of Literature</strong></td>
<td><strong>Create pictures, lists, charts, and tables to identify the characteristics of fairy.</strong></td>
<td><strong>Create pictures, lists, and charts to orally identify the characteristics of three.</strong></td>
</tr>
<tr>
<td><strong>Create pictures, lists, charts, and tables to orally identify the characteristics of fairy.</strong></td>
<td><strong>Create pictures, lists, and charts to orally identify the characteristics of three.</strong></td>
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<td>English-language arts substrand</td>
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<td>Grades K-2</td>
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<td>tales, folktales, myths, and legends.</td>
<td>different forms of literature: fiction, nonfiction, and poetry.</td>
</tr>
<tr>
<td>Narrative Analysis of Grade-Level-Appropriate Text (The standards are also addressed in “Reading Comprehension.”)</td>
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## Reading

<table>
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<tr>
<th>English-language arts substrand</th>
<th>Literary Response and Analysis</th>
<th>Early intermediate ELD level</th>
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<tbody>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong> <em>(The standards are also addressed in “Reading Comprehension.”)</em></td>
<td>Respond orally to factual comprehension questions about stories by answering in simple sentences.</td>
<td>Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.</td>
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<td></td>
<td>Read literary texts and orally identify the main events of the plot by using simple sentences.</td>
<td>Read literary texts and orally identify the main events of the plot by using simple sentences.</td>
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<td></td>
<td>Read a selection and orally identify the speaker or narrator.</td>
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<td>Identify the difference in points of view between first person and third person by using simple sentences.</td>
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<td></td>
<td>Recite simple poems.</td>
<td>Recite simple poems.</td>
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<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
<td>Identify orally the setting and characters by using simple sentences and vocabulary.</td>
<td>Describe orally in simple sentences the setting of a literary work.</td>
</tr>
<tr>
<td><strong>Structural Features of Literature</strong></td>
<td>Distinguish orally between poetry, drama,</td>
<td>Distinguish orally the characteristics of</td>
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<td>English-language arts substrand</td>
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<tr>
<td>and short stories by using simple sentences.</td>
<td>different forms of fiction and poetry by using simple sentences.</td>
<td>of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.</td>
</tr>
<tr>
<td>Describe orally in simple sentences a character in a literary selection according to his or her actions.</td>
<td>Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.</td>
<td>Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.</td>
</tr>
<tr>
<td>Use expanded vocabulary and descriptive words in oral and written responses to simple texts.</td>
<td>Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.</td>
<td>Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.</td>
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<tr>
<td>Read simple poetry and use</td>
<td>Read text and use detailed</td>
<td>Read text and use detailed</td>
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Narrative Analysis of
Grade-Level-Appropriate
Text and Literary Criticism

The standards are also addressed in “Word Analysis, Fluency, and Systematic Vocabulary Development.”
<table>
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<th>English-language arts substrand</th>
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<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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</thead>
</table>
| **Grade-Level-Appropriate Text**  
*The standards are also addressed in “Reading Comprehension.”* |                              | simple sentences in answering factual comprehension questions. | sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). | sentences to respond orally to factual comprehension questions about three forms of literature. | Read literary texts and use detailed sentences to describe orally the sequence of events. |
<p>| <strong>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</strong> |                              | Apply knowledge of language to derive meaning from literary texts and comprehend them. | Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. | Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. | Use detailed sentences to compare and contrast orally a similar theme or topic across three genres. |
|                              |                              | Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. | Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. | Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. |                              |</p>
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<td>Grades K-2</td>
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<tr>
<td>Structural Features of Literature</td>
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<td>sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue.</td>
<td>Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.</td>
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<td>English-language arts substrand</td>
<td>Grades K-2</td>
<td>Grades 3-5</td>
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<tr>
<td>Structural Features of Literature</td>
<td>Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).</td>
<td>Identify and describe figurative language (e.g., similes, metaphors, and personification).</td>
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<td>Distinguish between literary connotations and symbols from culture to culture.</td>
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<td>Read a literary</td>
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<td>selection and orally identify metaphors and similes.</td>
<td>the major characteristics of several forms of poetry by using detailed sentences.</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</strong></td>
<td>Read a literary selection and orally identify the literary elements of plot, setting, and characters.</td>
<td>Identify the motives of characters in a work of fiction.</td>
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<tr>
<td></td>
<td>Read a story and identify the beginning, middle, and end.</td>
<td>Recognize and describe themes stated directly in a text.</td>
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<td>Read a literary selection and orally identify the speaker or narrator by using simple sentences.</td>
<td>Describe orally and in writing a similar theme or topic by using detailed sentences.</td>
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<td>Read a literary selection and orally identify the main conflict in the plot and its resolution.</td>
<td>Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.</td>
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<td><strong>Narrative Analysis of Grade-Level-</strong></td>
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<td>Describe the major characteristics of</td>
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<td>Grades K-2</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td><strong>Appropriate Text and Literary Criticism (cont.)</strong></td>
<td></td>
<td>Recognize the difference between the first-person and third-person points of view in a literary text.</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, and Literary Criticism</strong></td>
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<tr>
<td><strong>English-language arts substrand</strong></td>
<td>Advanced ELD level</td>
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<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text (The standards are also addressed in “Reading Comprehension.”)</strong></td>
<td>Read a variety of children’s literature and respond to it both orally and in writing.</td>
<td>Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</td>
</tr>
<tr>
<td><strong>Structural Features of Literature</strong></td>
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<tr>
<td><strong>Narrative Analysis of</strong></td>
<td>Compare and contrast</td>
<td>Identify various techniques to</td>
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<td>English-language arts substrand</td>
<td>Early intermediate ELD level</td>
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<td>Grades K-2</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td><strong>Grade-Level-Appropriate Text and Literary Criticism</strong></td>
<td>different authors’ use of literary elements.</td>
<td>influence readers’ perspectives and evaluate the author’s use of the techniques.</td>
</tr>
<tr>
<td></td>
<td>Recognize and describe themes stated directly or implied in literary texts.</td>
<td>Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.</td>
</tr>
<tr>
<td></td>
<td>Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).</td>
<td>Compare and contrast the motivation and reactions of characters across a variety of literary texts.</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast the motives of characters in a work of fiction.</td>
<td>Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early intermediate ELD level</th>
<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
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<td>literature and identify their genre to contrast major periods and trends.</td>
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<td></td>
<td>Relate the literary works of authors to the major themes and issues of their eras.</td>
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</tbody>
</table>
WRITING

Strategies and Applications

As English learners begin to develop language skills in listening, speaking, and reading, they also need to develop writing skills. Linguistic studies note that English learners will transfer language skills from their primary language to English (Odlin 1989), especially if similarities between English and the primary language exist and if students are substantially literate in their primary language. Research also indicates that integrating the four language skills (reading, writing, speaking, and listening) is crucial for English learners to develop the ability to write effectively (Mangeldorf 1989).

Reading is particularly important because it provides English learners with opportunities to acquire grammar, expand vocabulary, gain increasing fluency with written texts, and improve speaking skills (Interactive Approaches to Second Language Reading 1988). Reading provides students with model sentence patterns and linguistic structures. However, improved writing does not necessarily follow from reading. For English learners to apply their knowledge of sentence patterns and linguistic structures, they must put into practice what they observe from reading by engaging in various types of writing. If these students are to become successful users of English, their integrated instructional program must include numerous opportunities to develop writing skills.

Because English learners working at the advanced level of the ELD standards are also expected to demonstrate proficiency in the language arts standards, it is essential for teachers to use the two standards documents concurrently and to monitor students' progress on both sets of standards.
## Writing

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Strategies and Applications</th>
<th>Beginning ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penmanship</td>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td></td>
<td>Copy the English alphabet legibly.</td>
<td>Grades 3-5</td>
</tr>
<tr>
<td></td>
<td>Write the English alphabet legibly.</td>
<td>Grades 6-8</td>
</tr>
<tr>
<td>Penmanship and Organization and Focus</td>
<td>Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td></td>
<td>Label key parts of common objects.</td>
<td>Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Write a few words or phrases about an event or character from a story read by the teacher.</td>
<td>Create simple sentences or phrases with some assistance.</td>
</tr>
<tr>
<td></td>
<td>Use models to write short narratives.</td>
<td>Create simple sentences or phrases with some assistance.</td>
</tr>
<tr>
<td></td>
<td>During group writing activities, write brief narratives and stories by using a few standard grammatical forms.</td>
<td>Use the writing process to write brief narratives and stories with a few standard grammatical forms.</td>
</tr>
<tr>
<td></td>
<td>Write a phrase or simple sentence about an experience generated from a group story.</td>
<td>Write a brief narrative by using a few simple sentences that include the setting and some details.</td>
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<td></td>
<td>Use the writing process to write brief narratives, such as descriptions</td>
<td>Write simple compositions, such as descriptions</td>
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<td></td>
<td>Write simple compositions, such as descriptions</td>
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<td>English-language arts substrand</td>
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<td></td>
<td>and comparison and contrast, that have a main idea and some detail.</td>
<td>and comparison and contrast, that have a main idea and some detail.</td>
</tr>
<tr>
<td></td>
<td>Complete basic business forms in which information such as one's name, address, and telephone number is requested.</td>
<td>Complete a job application form by providing basic information, such as one's name, age, address, and education.</td>
</tr>
</tbody>
</table>

**Writing**

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<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early intermediate ELD level</th>
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<td></td>
<td>Grades K-2</td>
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<tr>
<td><strong>Organization and Focus</strong></td>
<td>Write simple sentences about events or characters from familiar stories read aloud by the teacher.</td>
</tr>
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<td></td>
<td>Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., “Today is...”))</td>
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<td>English-language arts substrand</td>
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<td>Grades K-2</td>
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<td><strong>Tuesday</strong>).</td>
<td>Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</td>
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<td></td>
<td>Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).</td>
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<td></td>
<td>Follow a model to write a friendly letter.</td>
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<td>Collect information from various sources (e.g., dictionary, library books, research)</td>
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<td>English-language arts substrand</td>
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<td><strong>Grades K-2</strong></td>
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<tr>
<td><strong>Organization and Focus</strong></td>
<td>Write one to two simple sentences (e.g., “I went to the park”).</td>
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<tr>
<td><strong>Evaluation and Revision</strong></td>
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<tr>
<td><strong>Research and Technology</strong></td>
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<td><strong>Grades K-2</strong></td>
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<tr>
<td><strong>Organization and Focus</strong></td>
<td>Write short narrative stories that include the elements of setting and characters.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Produce independent writing that is understood when read but may include</td>
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<tr>
<td><strong>Research and Technology</strong></td>
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<td>English-language arts substrand</td>
<td>Early intermediate ELD level</td>
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<td>Grades K-2</td>
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<tr>
<td></td>
<td>inconsistent use of standard grammatical forms.</td>
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<tr>
<td></td>
<td>Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</td>
</tr>
<tr>
<td></td>
<td>Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</td>
</tr>
<tr>
<td></td>
<td>Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
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<td>Write a letter</td>
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<td>English-language arts substrand</td>
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<td></td>
<td>Grades K-2</td>
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<tr>
<td></td>
<td>friendly letter of a few lines.</td>
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<tr>
<td>Organization and Focus, Research and Technology</td>
<td>Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.</td>
</tr>
<tr>
<td></td>
<td>Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.</td>
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</table>
### Writing

#### Strategies and Applications

<table>
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<tr>
<th>English-language arts substrand</th>
<th>Early advanced ELD level</th>
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<tbody>
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<td>Grades K-2</td>
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<tr>
<td><strong>Organization and Focus</strong></td>
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<tr>
<td>Write short narratives that include elements of setting, characters, and events.</td>
<td>Write a detailed summary of a story.</td>
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<tr>
<td>Proceed through the writing process to write short paragraphs that maintain a consistent focus.</td>
<td>Arrange compositions according to simple organizational patterns.</td>
</tr>
<tr>
<td>Independently write simple responses to literature.</td>
<td>Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</td>
</tr>
<tr>
<td>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
<td>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
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<td>English-language arts substrand</td>
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<td>Grades K-2</td>
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<tr>
<td></td>
<td>Write a formal letter.</td>
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<tr>
<td><strong>Organization and Focus, Evaluation and Revision</strong></td>
<td>Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)</td>
</tr>
<tr>
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<tr>
<td><strong>Organization and Focus, Research and Technology, Evaluation and Revision</strong></td>
<td>Write detailed fictional biographies or autobiographies.</td>
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<tr>
<td><strong>Organization and Focus, Research and Technology</strong></td>
<td>Write an essay or report that balances information, has original ideas, and gives credit to</td>
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<td>Grades K-2</td>
<td>Grades 3-5</td>
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<td>sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.</td>
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<tr>
<td>English-language arts substrand</td>
<td>Organizational Focus</td>
</tr>
<tr>
<td>Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
<td>Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
</tr>
<tr>
<td>Write a persuasive composition by using standard grammatical forms.</td>
<td>Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.</td>
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<tr>
<td>Write short narratives that describe the setting.</td>
<td>Write narratives that describe the setting, characters,</td>
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<tr>
<th><strong>English-language arts substrand</strong></th>
<th><strong>Early advanced ELD level</strong></th>
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<tbody>
<tr>
<td><strong>Organization and Focus, Evaluation and Revision</strong></td>
<td><strong>Grades K-2</strong></td>
</tr>
<tr>
<td></td>
<td>characters, objects, and events.</td>
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<tr>
<td><strong>Organization and Focus, Research and Technology (cont.)</strong></td>
<td>Produce independent writing by using correct grammatical forms.</td>
</tr>
<tr>
<td></td>
<td>Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.</td>
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<td></td>
<td>Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent,</td>
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<td>Grades 6-8</td>
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<td>Grades 9-12</td>
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<tr>
<td>and focused essays by using standard grammatical forms.</td>
<td>and focused essays by using standard grammatical forms.</td>
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<tr>
<td></td>
<td>Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).</td>
</tr>
<tr>
<td>Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.</td>
<td>Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.</td>
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</table>
WRITING

English-Language Conventions

The ELD standards identify the stages that English learners must pass through to use the conventions of English effectively in writing. Depending on the degree to which their primary language differs from English in its written form and the degree to which students are already proficient writers in their primary language, English learners face unique challenges as they work to successfully use the conventions of written English.

At all ELD proficiency levels, English learners are to produce writing that includes correct capitalization, punctuation, and spelling of words appropriate to the students’ developing fluency in English. By the advanced level, the students are to demonstrate proficiency in both the ELD and the language arts standards for their current grade level and for all prior grade levels.
### Writing

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<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
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<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Use capitalization when writing one's own name.</td>
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<td>Grades K-2</td>
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<tr>
<td>Capitalization</td>
<td>Use capitalization to begin sentences and for proper nouns.</td>
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<tr>
<td>Punctuation</td>
<td>Use a period or question mark at the end of a sentence.</td>
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<td>English-language arts substrand</td>
<td>Early intermediate ELD level</td>
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<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Punctuation, Capitalization, and Spelling</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structure, Grammar, Punctuation, and Capitalization</strong></td>
<td>Revise writing, with teacher’s assistance, to clarify meaning and improve the mechanics and organization.</td>
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</table>
### Writing

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<th><strong>English-language arts substrand</strong></th>
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<td>Grades K-2</td>
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<tr>
<td><strong>Capitalization, Punctuation, and Spelling</strong></td>
<td>Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</td>
</tr>
<tr>
<td><strong>Sentence Structure, Grammar, and Spelling</strong></td>
<td>Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</td>
</tr>
<tr>
<td><strong>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</strong></td>
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<th><strong>English-language arts substrand</strong></th>
<th><strong>Early advanced ELD level</strong></th>
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<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Capitalization, Punctuation, and Spelling</strong></td>
<td>Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</td>
</tr>
<tr>
<td><strong>Sentence Structure, Grammar, and</strong></td>
<td>Use standard word order with some</td>
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Enadia Way Elementary School/Petition for Affiliated Charter
### English-language arts substrand

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<tr>
<th>Intermediate ELD level</th>
<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling</strong></td>
<td>inconsistent grammar forms (e.g., subject/verb agreement).</td>
<td>consistent grammatical forms, including inflections.</td>
<td>word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</td>
<td>organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</td>
</tr>
<tr>
<td><strong>Punctuation, Capitalization, and Spelling</strong></td>
<td>Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).</td>
<td>Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</td>
<td>Edit writing for grammatical structures and the mechanics of writing.</td>
<td>Edit writing for grammatical structures and the mechanics of writing.</td>
</tr>
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### English-Language Arts Content Standards

**Grade One:**
- **Spelling**
  - 1.8 Spell three- and four-letter short-vowel words and grade-appropriate sight words correctly.

**Grade Two**
- 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).

**Grade Three:**
- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).
<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Intermediate ELD level</th>
<th>Advanced ELD level</th>
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<tr>
<td></td>
<td>Grades K-2</td>
<td>Grades 3-5</td>
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</table>
| 1.9 Arrange words in alphabetic order. **Grade Four**  
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. | | | |
<p>| <strong>Sentence Structure and Grammar</strong> | Use complete sentences and correct word order. | Use complete sentences and correct word order. | Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. | |
| <strong>Grammar</strong> | Use correct parts of speech, including correct subject/verb agreement. | Use correct parts of speech, including correct subject/verb agreement. | Create coherent paragraphs through effective transitions and parallel constructions. | Create coherent paragraphs through effective transitions and parallel constructions. |
| <strong>Capitalization, Punctuation, and Spelling</strong> | Edit writing for punctuation, capitalization, and spelling. | Edit writing for punctuation, capitalization, and spelling. | Edit writing for the mechanics to approximate standard grammatical forms and spelling. | Edit writing for the mechanics to approximate standard grammatical forms and spelling. |</p>
<table>
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<th>English-language arts substrand</th>
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<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling</td>
<td>Produce writing that demonstrates a command of the conventions of standard English.</td>
</tr>
</tbody>
</table>
Health Education Content Standards

KINDERGARTEN

Nutrition and Physical Activity

Standard 1: Essential Concepts

1.1.N Name a variety of healthy foods and explain why they are necessary for good health.
1.2.N Identify a variety of healthy snacks.
1.3.N Describe the benefits of being physically active.
1.4.N Recognize the importance of a healthy breakfast.

Standard 2: Analyzing Influences

2.1.N Recognize that not all products advertised or sold are good for them.

Standard 3: Accessing Valid Information

Skills for this content area are not identified until grade two.

Standard 4: Interpersonal Communication

4.1.N Explain how to ask family members for healthy food options.

Standard 5: Decision Making

5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.

Standard 6: Goal Setting

Skills for this content area are not identified until grade two.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Select nutritious snacks.
7.2.N Plan a nutritious breakfast.
7.3.N Choose healthy foods in a variety of settings.

**Standard 8: Health Promotion**

Skills for this content area are not identified until grade two.

**Growth and Development**

**Standard 1: Essential Concepts**

1.1.G Explain that living things grow and mature.
1.2.G Describe their own physical characteristics.
1.3.G Name ways in which people are similar and ways in which they are different.
1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
1.5.G Name body parts and their functions.
1.6.G Name and describe the five senses.

**Standards 2–8:** Skills for this content area are not identified until grade one.

**Injury Prevention and Safety**

**Standard 1: Essential Concepts**

1.1.S Identify safety rules for the home, the school, and the community.
1.2.S Identify emergency situations.
1.3.S Explain ways to stay safe when riding in a bus or other vehicle.
1.4.S Distinguish between appropriate and inappropriate touching.
1.5.S Explain that everyone has the right to tell others not to touch his or her body.
1.6.S Describe school rules about getting along with others.
1.7.S Recognize the characteristics of bullying.
1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.
1.10.S Identify people who are strangers and how to avoid contact with strangers.
1.11.S Demonstrate how to ask trusted adults for help.
1.12.S Define and explain the dangers of weapons.¹
1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.²

**Standard 2: Analyzing Influences**
Skills for this content area are not identified until grade one.

**Standard 3: Accessing Valid Information**
3.1.S Identify trusted adults who can help in emergency situations.

**Standard 4: Interpersonal Communication**
4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1.
4.2.S Show how to answer the phone in a safe way.

**Standard 5: Decision Making**
5.1.S Identify situations when it is necessary to seek adult help or call 9-1-1.
5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.

**Standard 6: Goal Setting**
Skills for this content area are not identified until grade four.

**Standard 7: Practicing Health-Enhancing Behaviors**
7.1.S Follow rules for safe play and safety routines.
7.2.S Show how to cross the street safely.

**Standard 8: Health Promotion**
8.1.S Show how to tell a trusted adult when you or a friend find a weapon.³

**Alcohol, Tobacco, and Other Drugs**

¹ See Education Code (EC) Section 49330 and the Glossary for the legal definition of a weapon.
² EC Section 49330.
³ EC Section 49330.
Standard 1: Essential Concepts
1.1.A Explain why medicines are used.
1.2.A Explain that medicines can be helpful or harmful.
1.3.A Recognize that medicines should be taken only under the supervision of a trusted adult.
1.4.A Recognize that some household products are harmful if ingested or inhaled.
1.5.A Recognize that tobacco smoke is harmful to health and should be avoided.

Standards 2–8: Skills for this content area are not identified until grade two.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts
1.1.M Identify a variety of emotions.
1.2.M Describe the characteristics of families.
1.3.M Identify trusted adults at home and at school.
1.4.M Describe characteristics that make each individual unique.
1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”

Standard 2: Analyzing Influences
2.1.M Identify ways family and friends help promote well-being.

Standard 3: Accessing Valid Information
3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.

Standard 4: Interpersonal Communication
4.1.M Show how to express personal needs and wants appropriately.
4.2.M Cooperate and share with others.

Standard 5: Decision Making
Skills for this content area are not identified until grade two.

**Standard 6: Goal Setting**
6.1.M Make a plan to help family members at home.

**Standard 7: Practicing Health-Enhancing Behaviors**
7.1.M Express emotions appropriately.
7.2.M Describe positive ways to show care, consideration, and concern for others.

**Standard 8: Health Promotion**
8.1.M Encourage others when they engage in safe and healthy behaviors.

**Personal and Community Health**

**Standard 1: Essential Concepts**
1.1.P Identify effective dental and personal hygiene practices.
1.2.P Describe sun-safety practices.
1.3.P Define “germs.”
1.4.P Explain why the transmission of germs may be harmful to health.
1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.

**Standard 2: Analyzing Influences**
Skills for this content area are not identified until grade one.

**Standard 3: Accessing Valid Information**
3.1.P Identify health care workers who can help promote healthy practices.

**Standard 4: Interpersonal Communication**
4.1.P Demonstrate how to ask for assistance with a health-related problem.
Standard 5: Decision Making
Skills for this content area are not identified until grade one.

Standard 6: Goal Setting
Skills for this content area are not identified until grade one.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.P Show effective dental and personal hygiene practices.
7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

Standard 8: Health Promotion
Skills for this content area are not identified until grade one.
GRADE ONE

Growth and Development

Standard 1: Essential Concepts
1.1.G Describe how living things grow and mature.
1.2.G Identify anatomical names of major internal and external body parts.
1.3.G Identify a variety of behaviors that promote healthy growth and development.
1.4.G Describe how members of a family have various roles, responsibilities, and individual needs.

Standard 2: Analyzing Influences
2.1.G Explain why sleep and rest are important for proper growth and good health.

Standard 3: Accessing Valid Information
3.1.G Recognize parents, guardians, and other trusted adults as resources for information about growth and development.

Standard 4: Interpersonal Communication
Skills for this content area are not identified until grade three.

Standard 5: Decision Making
Skills for this content area are not identified until grade three.

Standard 6: Goal Setting
Skills for this content area are not identified until grade five.

Standard 7: Practicing Health-Enhancing Behaviors
Skills for this content area are not identified until grade three.

Standard 8: Health Promotion
Skills for this content area are not identified until grade three.

**Injury Prevention and Safety**

**Standard 1: Essential Concepts**

1.1.S Describe characteristics of safe and unsafe places.
1.2.S Identify labels of products that give information about cautions and dangers.
1.3.S Discuss the meaning of basic safety-related signs, symbols, and warning labels.
1.4.S Identify safety hazards in the home, at school, and in the community.
1.5.S Identify ways to reduce risk of injuries at home, at school, and in the community.
1.6.S Explain the importance of telling an adult if someone is in danger or being bullied.
1.7.S Distinguish between appropriate and inappropriate touching.
1.8.S Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.
1.9.S Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.
1.10.S Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
1.11.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
1.12.S Define simple conflict resolution techniques.
1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).

**Standard 2: Analyzing Influences**

2.1.S Describe internal and external influences that could lead to or prevent injury or violence.

**Standard 3: Accessing Valid Information**

3.1.S List people to go to for help if feeling unsafe or threatened.

**Standard 4: Interpersonal Communication**

4 See Education Code (EC) Section 49330 and the Glossary for the legal definition of a weapon.
4.1.S Describe how to report dangerous situations.
4.2.S Identify ways to report inappropriate touching.

**Standard 5: Decision Making**

5.1.S Analyze steps to take in emergency or potentially dangerous situations.
5.2.S Identify the benefits of using nonviolent means to resolve conflicts.
5.3.S Assess reasons for reporting weapons possession.
5.4.S Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.

**Standard 6: Goal Setting**

Skills for this content area are not identified until grade four.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.S Practice ways to stay safe at home, at school, and in the community.
7.2.S Practice emergency, fire, and safety plans at home and at school.
7.3.S Explain appropriate protective gear and equipment.

**Standard 8: Health Promotion**

8.1.S Encourage others to practice safe behaviors in the classroom and on the playground.

**Personal and Community Health**

**Standard 1: Essential Concepts**

1.1.P Explain the importance of effective dental and personal hygiene practices.
1.2.P Identify the importance of sun safety.
1.3.P Discuss the importance of preventing the transmission of germs.
1.4.P Identify ways to prevent the transmission of communicable diseases.
1.5.P Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).
1.6.P Explain the difference between communicable diseases and non-communicable diseases.

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*EC Section 49330.*
1.7.P Discuss how individual behavior affects the environment and community.
1.8.P Identify materials that can be reduced, reused, or recycled.
1.9.P Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).

**Standard 2: Analyzing Influences**
2.1.P Explain how family and friends influence positive health practices.

**Standard 3: Accessing Valid Information**
3.1.P Identify individuals in the school and in the community who promote health.
3.2.P Explain why parents or guardians keep a health record for their child.

**Standard 4: Interpersonal Communication**
4.1.P Demonstrate effective communication skills when asking for assistance with health-related problems.
4.2.P Demonstrate effective communication skills in an emergency situation.

**Standard 5: Decision Making**
5.1.P Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health.

**Standard 6: Goal Setting**
6.1.P Make a plan to practice dental and personal hygiene.

**Standard 7: Practicing Health-Enhancing Behaviors**
7.1.P Demonstrate proper tooth brushing and flossing techniques.
7.2.P Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).
7.3.P Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.
7.4.P Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.
Standard 8: Health Promotion

8.1.P Educate family and peers to protect against skin damage from the sun.

8.2.P Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).
GRADE TWO

Nutrition and Physical Activity

Standard 1: Essential Concepts
1.1.N Classify various foods into appropriate food groups.
1.2.N Identify the number of servings of food from each food group that a child needs daily.
1.3.N Discuss the benefits of eating a nutritious breakfast every day.
1.4.N List the benefits of healthy eating (including beverages and snacks).
1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
1.6.N Describe how to keep food safe from harmful germs.
1.7.N Identify a variety of healthy snacks.
1.8.N Identify and explore opportunities outside of school for regular participation in physical activity.
1.9.N Explain how both physical activity and eating habits can affect a person’s health.

Standard 2: Analyzing Influences
2.1.N Discuss how family, friends, and media influence food choices.

Standard 3: Accessing Valid Information
3.1.N Identify resources for reliable information about healthy foods.

Standard 4: Interpersonal Communication
4.1.N Demonstrate how to ask family members for healthy food options.

Standard 5: Decision Making
5.1.N Use a decision-making process to select healthy foods.
5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.
5.3.N Identify safe ways to increase physical activity.
Standard 6: Goal Setting

6.1.N Set a short-term goal to choose healthy foods for snacks and meals.
6.2.N Set a short-term goal to participate daily in vigorous physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Examine the importance of eating a nutritious breakfast every day.
7.2.N Plan a nutritious meal.
7.3.N Select healthy beverages.
7.4.N Examine the criteria for choosing a nutritious snack.
7.5.N Participate in physical activities with friends and family.

Standard 8: Health Promotion

8.1.N Practice making healthy eating choices with friends and family.
8.2.N Explain to others what is enjoyable about physical activity.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

1.1.A Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
1.2.A Explain why household products are harmful if ingested or inhaled.
1.3.A Identify that a drug is a chemical that changes how the body and brain work.
1.4.A Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
1.5.A Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.
1.6.A Identify rules for taking medicine at school and at home.
1.7.A Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear “no” statement, walk or run away, change subject, delay).
Standard 2: Analyzing Influences
Skills for this content area are not identified until grade four.

Standard 3: Accessing Valid Information
3.1.A Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.

Standard 4: Interpersonal Communication
4.1.A Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
4.2.A Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines.

Standard 5: Decision Making
5.1.A Evaluate why one person’s medicines may not be safe for another person.

Standards 6–8: Skills for this content area are not identified until grade four.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts
1.1.M Describe a variety of emotions.
1.2.M Explain what it means to be emotionally or mentally healthy.
1.3.M Explain the importance of talking with parents or trusted adults about feelings.
1.4.M Identify changes that occur within families.
1.5.M Identify characteristics of a responsible family member.
1.6.M Identify feelings and emotions associated with loss or grief.
1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups.
1.8.M List healthy ways to express affection, love, friendship, and concern.
1.9.M Identify positive and negative ways of dealing with stress.
1.10.M Describe how to work and play cooperatively.
Identify the positive ways that peers and family members show support, care, and appreciation for one another.

Describe the characteristics of a trusted friend and adult.

**Standard 2: Analyzing Influences**

2.1.M Identify internal and external factors that influence mental, emotional, and social health.

**Standard 3: Accessing Valid Information**

3.1.M Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.

3.2.M Identify people in the community who are caring, supportive, and trustworthy.

**Standard 4: Interpersonal Communication**

4.1.M Identify and demonstrate ways to express needs and wants appropriately.

4.2.M Demonstrate how to ask for help from trusted adults or friends.

**Standard 5: Decision Making**

5.1.M Use a decision-making process for solving problems with peers and family members.

**Standard 6: Goal Setting**

6.1.M Describe how to make a commitment to be a good friend.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.M Manage emotions appropriately in a variety of situations.

7.2.M Show respect for individual differences.

**Standard 8: Health Promotion**

8.1.M Object appropriately to teasing of peers that is based on personal characteristics.

8.2.M Support peers in school and community activities.
GRADE THREE

Growth and Development

Standard 1: Essential Concepts
1.1.G Describe the cycle of birth, growth, aging, and death in living things.
1.2.G Recognize that there are individual differences in growth and development.
1.3.G Identify major internal and external body parts and their functions.

Standard 2: Analyzing Influences
2.1.G Explain how individual behaviors and one’s family and school influence growth and development.

Standard 3: Accessing Valid Information
3.1.G Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.

Standard 4: Interpersonal Communication
4.1.G Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
4.2.G Identify how to show respect for individual differences.

Standard 5: Decision Making
5.1.G Examine why a variety of behaviors promote healthy growth and development.

Standard 6: Goal Setting
Skills for this content area are not identified until grade five.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.G Determine behaviors that promote healthy growth and development.
Standard 8: Health Promotion
8.1.G Encourage peers to show respect for others regardless of differences in growth and development.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts
1.1.M Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
1.2.M Describe the importance of assuming responsibility within the family and community.
1.3.M Explain the benefits of having positive relationships with family and friends.
1.4.M Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

Standard 2: Analyzing Influences
2.1.M Describe internal and external factors that affect friendships and family relationships.

Standard 3: Accessing Valid Information
3.1.M Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.

Standard 4: Interpersonal Communication
4.1.M Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Standard 5: Decision Making
5.1.M Describe effective strategies to cope with changes within the family.
5.2.M Evaluate situations in which a trusted adult should be asked for help.

Standard 6: Goal Setting
6.1.M Make a plan to help at home and show responsibility as a family member.
Standard 7: Practicing Health-Enhancing Behaviors

7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

Standard 8: Health Promotion

8.1.M Promote a positive and respectful school environment.
8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.
8.3.M Demonstrate the ability to support and respect people with differences.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Examine the difference between communicable and non-communicable diseases.
1.2.P Describe how bacteria and viruses affect the body.
1.3.P Identify positive health practices that reduce illness and disease.
1.4.P Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning).
1.5.P Describe how a healthy environment is essential to personal and community health.
1.6.P Discuss how reducing, recycling, and reusing products make for a healthier environment.

Standard 2: Analyzing Influences

2.1.P Identify how culture, family, friends, and media influence positive health practices.

Standard 3: Accessing Valid Information

3.1.P Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).
3.2.P Describe how to access help when feeling threatened.
Standard 4: Interpersonal Communication
4.1.P Demonstrate refusal skills to avoid the spread of disease.

Standard 5: Decision Making
5.1.P Use a decision-making process to reduce the risk of communicable disease or illness.

Standard 6: Goal Setting
6.1.P Set a short-term goal for positive health practices.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.P Evaluate ways to prevent the transmission of communicable diseases.
7.2.P Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.

Standard 8: Health Promotion
8.1.P Support others in making positive health choices.
8.2.P Encourage others to promote a healthy environment.
GRADE FOUR

Nutrition and Physical Activity

Standard 1: Essential Concepts
1.1.N Identify and define key nutrients and their functions.
1.2.N State the recommended number of servings and serving sizes for different food groups.
1.3.N Describe the relationship between food intake, physical activity, and good health.
1.4.N Identify how to keep food safe through proper food preparation and storage.
1.5.N Explain how food can contain germs that cause illness.
1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity.
1.7.N Describe the benefits of moderate and vigorous physical activity.
1.8.N Identify ways to increase and monitor physical activity.

Standard 2: Analyzing Influences
2.1.N Identify internal and external influences that affect food choices.
2.2.N Analyze advertising and marketing techniques used for food and beverages.
2.3.N Identify internal and external influences that affect physical activity.

Standard 3: Accessing Valid Information
3.1.N Identify resources for valid information about safe and healthy foods.
3.2.N Use food labels to determine nutrient and sugar content.

Standard 4: Interpersonal Communication
4.1.N Demonstrate effective communication skills to ask for healthy food choices.

Standard 5: Decision Making
5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.
5.2.N Describe how to use a decision-making process to select healthy options for physical activity.
Standard 6: Goal Setting

6.1.N Make a plan to choose healthy foods and beverages.
6.2.N Make a plan to choose physical activities at school and at home.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Practice how to take personal responsibility for eating healthy foods.
7.2.N Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
7.3.N Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.
7.4.N Practice how to take personal responsibility for engaging in physical activity.

Standard 8: Health Promotion

8.1.N Support others in making positive food and physical activity choices.

Injury Prevention and Safety

Standard 1: Essential Concepts

1.1.S Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet.
1.2.S Identify behaviors that may lead to conflict with others.
1.3.S Describe the different types of bullying and harassment.
1.4.S Examine the effects of bullying and harassment on others.
1.5.S Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., floods, earthquakes, and tsunamis).
1.6.S Identify disaster preparedness procedures at home, at school, and in the community.
1.7.S Describe ways to seek assistance if worried, abused, or threatened.
1.8.S Explain the dangers of having weapons at school, at home, and in the community.6
1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.
1.10.S Define a gang and how it is different from a club, sports team, or clique.

6 See Education Code (EC) Section 49330 and the Glossary for the legal definition of a weapon.
1.11.S Describe the dangers of gang activity.
1.12.S Identify positive alternatives to gang activity.
1.13.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
1.14.S Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
1.15.S Explain what to do if someone is poisoned (e.g., by household cleaning or paint products): call 9-1-1, a poison control center, or other local emergency number.
1.16.S Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls.
1.17.S Identify ways to prevent vision and hearing damage.
1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
1.19.S Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.

Standard 2: Analyzing Influences

2.1.S Analyze how emotions contribute to both safe and violent behaviors.
2.2.S Examine the influence of violence in media and technology on health behavior.
2.3.S Explain that most young people do not use violence to deal with problems.

Standard 3: Accessing Valid Information

3.2.S Demonstrate how to access emergency services and communicate effectively with emergency personnel.
3.3.S Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
3.4.S Identify trusted adults to report to if people are in danger of hurting themselves or others.
3.5.S Demonstrate how to dial 9-1-1 or other emergency numbers and how to provide appropriate information.
3.6.S Demonstrate the ability to read and follow labels of common household products concerning dangers and safe use, storage, and proper disposal.
Standard 4: Interpersonal Communication

4.1.S Demonstrate the ability to use refusal skills in risky situations.
4.2.S Practice effective conflict resolution techniques with others.
4.3.S Report bullying, harassment, and other dangerous situations.
4.4.S Demonstrate refusal skills to avoid gang involvement.
4.5.S Demonstrate what to say and do when witnessing bullying.

Standard 5: Decision Making

5.1.S Evaluate strategies to avoid potentially dangerous situations.
5.2.S Examine the consequences of bullying and harassment.
5.3.S Analyze the benefits of using nonviolent means to resolve conflicts.
5.4.S Evaluate how following family, school, and community rules can impact safety.

Standard 6: Goal Setting

6.1.S Make a personal commitment to use appropriate protective gear while engaging in activities.
6.2.S Make a personal commitment to stay away from people involved in gang activity.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.S Demonstrate strategies to avoid bullying and other types of harassment.
7.2.S Practice disaster preparedness procedures at home and at school.
7.3.S Use appropriate protective gear and equipment.
7.4.S Follow safety rules and laws at home, at school, and in the community.
7.5.S Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.
7.6.S Demonstrate the ability to execute an escape plan for incidents of fires, floods, earthquakes, and other natural disasters.

Standard 8: Health Promotion

8.1.S Encourage specific measures to improve home or school safety.
8.2.S Offer friendship and support to someone who was bullied.
8.3.S Encourage 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 inhalants.

1.2.A Identify ways to cope with situations involving alcohol, tobacco, and other drugs.

1.3.A Explain the differences between medicines and illicit drugs.

1.4.A Identify family and school rules about alcohol, tobacco, and drug use.

1.5.A Explain why individual reactions to alcohol and drug use may vary.

**Standard 2: Analyzing Influences**

2.1.A Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.

2.2.A Examine advertising strategies used for alcohol, tobacco, and other drugs.

**Standard 3: Accessing Valid Information**

3.1.A Identify sources of valid information regarding alcohol, tobacco, and other drugs.

**Standard 4: Interpersonal Communication**

4.1.A Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.

4.2.A Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

**Standard 5: Decision Making**

5.1.A Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.
Standard 6: Goal Setting

6.1.A Make a plan to choose healthy alternatives to tobacco and drug use.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family or friends.

Standard 8: Health Promotion

8.1.A Encourage others to be free of alcohol, tobacco, and other drugs.
GRADE FIVE

Nutrition and Physical Activity

Standard 1: Essential Concepts

1.1.N Describe the food groups, including recommended portions to eat from each food group.
1.2.N Identify key components of the “Nutrition Facts” labels.
1.3.N Explain the relationship between the intake of nutrients and metabolism.
1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.
1.5.N Describe safe food handling and preparation practices.
1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.
1.7.N Explain the concept of eating in moderation.
1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
1.9.N Explain how good health is influenced by healthy eating and being physically active.
1.10.N Describe how physical activity, rest, and sleep are related.
1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.

Standard 2: Analyzing Influences

2.1.N Describe internal and external influences that affect food choices and physical activity.
2.2.N Recognize that family and cultural influences affect food choices.
2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.

Standard 3: Accessing Valid Information

3.1.N Locate age-appropriate guidelines for eating and physical activity.
3.2.N Interpret information provided on food labels.
Standard 4: Interpersonal Communication
4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making
5.1.N Use a decision-making process to identify healthy foods for meals and snacks.
5.2.N Use a decision-making process to determine activities that increase physical fitness.
5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting
6.1.N Monitor personal progress toward a nutritional goal.
6.2.N Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.
7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
7.3.N Demonstrate the ability to balance food intake and physical activity.
7.4.N Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion
8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

\[\text{Education Code (EC) Section 51933(a)(b)(c).}\]
1.2.G Explain the structure, function, and major parts of the human reproductive system.
1.3.G Identify the physical, social, and emotional changes that occur during puberty.
1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
1.5.G Describe how HIV is and is not transmitted.
1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
1.7.G Recognize that everyone has the right to establish personal boundaries.
1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
1.9.G Explain that puberty and physical development can vary considerably and still be normal.
1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences
2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
2.2.G Describe how heredity influences growth and development.
2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information
3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.
3.2.G Differentiate between reliable and unreliable sources of information about puberty.

Standard 4: Interpersonal Communication
4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.
4.3.G Demonstrate refusal skills to protect personal boundaries.
Standard 5: Decision Making
5.1.G Describe the importance of identifying personal boundaries.
5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting
6.1.G Identify steps to achieve and maintain a healthy and accurate body image.
6.2.G Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.G Engage in behaviors that promote healthy growth and development during puberty.
7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

Standard 8: Health Promotion
Skills for this content area are not identified until grades seven and eight.

Personal and Community Health

Standard 1: Essential Concepts
1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).
1.2.P Explain how viruses and bacteria affect the immune system and impact health.
1.3.P Describe how environmental conditions affect personal health.
1.4.P Describe the personal hygiene needs associated with the onset of puberty.
1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).
1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.

Standard 2: Analyzing Influences
2.1.P Identify internal and external influences that affect personal health practices.
Standard 3: Accessing Valid Information

3.1.P Identify sources of valid information about personal health products and services.

3.2.P Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

Standard 4: Interpersonal Communication

4.1.P Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Decision Making

5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

5.2.P Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting

6.1.P Monitor progress toward a goal to help protect the environment.

6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.P Practice good personal and dental hygiene.

7.2.P Demonstrate personal responsibility for health habits.

7.3.P Practice strategies to protect against the harmful effects of the sun.

Standard 8: Health Promotion

8.1.P Encourage others to minimize pollution in the environment.
History-Social Science Content Standards

KINDERGARTEN

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.

a) K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

b) K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

c) K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.

   d) K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

   e) K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
GRADE ONE

Section 1.13  A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

a) 1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

b) 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

c) 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

**1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

d) **1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

e) **1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
GRADE TWO

Section 1.14  People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

a)  2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

b)  2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

c)  2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.
d) 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

e) 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
GRADE THREE

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

f) 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

g) 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

h) 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

i) 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

j) 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students’ "work" in school and their personal human capital.
GRADE FOUR

Section 1.15  California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

a)  4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

b)  4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the
mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.

8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

c) **4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.

2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).

3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4. Study the lives of women who helped build early California (e.g., Biddy Mason).

5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

d) **4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.**

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.

2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

7. Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs.

8. Describe the history and development of California's public education system, including universities and community colleges.

9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

e) 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.

3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.

4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.

5. Describe the components of California’s governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).
**GRADE FIVE**

**Section 1.16  United States History and Geography: Making a New Nation**

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students’ fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

a) 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

b) 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.
c) **5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

d) **5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

e) 5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

f) 5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin’s negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies’ impact on American Indians’ land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.
g) **5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.**

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

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

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

i) **5.9 Students know the location of the current 50 states and the names of their capitals.**
Physical Education Content Standards

KINDERGARTEN

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts
1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
1.2 Travel forward and sideways while changing direction quickly in response to a signal.
1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Body Management
1.5 Create shapes by using nonlocomotor movements.
1.6 Balance on one, two, three, four, and five body parts.
1.7 Balance while walking forward and sideways on a narrow, elevated surface.
1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.

Locomotor Movement
1.9 Perform a continuous log roll.
1.10 Travel in straight, curved, and zigzag pathways.
1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills
1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
1.14 Kick a stationary object, using a simple kicking pattern.
1.15 Bounce a ball continuously, using two hands.

Rhythmic Skills
1.16 Perform locomotor and nonlocomotor movements to a steady beat.
1.17 Clap in time to a simple, rhythmic beat.

STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Explain the difference between under and over, behind and in front of, next to and through, up and
down, forward and backward, and sideways.

2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

*Body Management*

2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

2.4 Explain base of support.

*Locomotor Movement*

2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

*Manipulative Skills*

2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.

2.7 Identify the point of contact for kicking a ball in a straight line.

2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

**STANDARD 3**

Students assess and maintain a level of physical fitness to improve health and performance.

*Fitness Concepts*

3.1 Participate in physical activities that are enjoyable and challenging.

*Aerobic Capacity*

3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

*Muscular Strength/Endurance*

3.3 Hang from overhead bars for increasing periods of time.

3.4 Climb a ladder, jungle gym, or apparatus.

*Flexibility*

3.5 Stretch shoulders, legs, arms, and back without bouncing.

*Body Composition*

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

*Assessment*

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

**STANDARD 4**

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

*Fitness Concepts*

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

*Aerobic Capacity*
4.4 Identify the location of the heart and explain that it is a muscle.
4.5 Explain that physical activity increases the heart rate.
4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance
4.7 Explain that strong muscles help the body to climb, hang, push, and pull.
4.8 Describe the role of muscles in moving the bones.

Flexibility
4.9 Identify the body part involved when stretching.

Body Composition
4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

STANDARD 5
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 the feelings that result from participation in physical activity.
5.2 Participate willingly in physical activities.

Social Interaction
5.3 Demonstrate the characteristics of sharing in a physical activity.
5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics
5.5 Participate as a leader and a follower during physical activities.
GRADE ONE

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts
1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management
1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement
1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
1.8 Land on both feet after taking off on one foot and on both feet.
1.9 Jump a swinging rope held by others.

Manipulative Skills
1.10 Demonstrate the underhand movement (throw) pattern.
1.11 Demonstrate the overhand movement (throw) pattern.
1.12 Demonstrate the two-handed overhead (throw) pattern.
1.13 Catch, showing proper form, a gently thrown ball.
1.14 Catch a self-tossed ball.
1.15 Catch a self-bounced ball.
1.16 Kick a rolled ball from a stationary position.
1.17 Kick a stationary ball, using a smooth, continuous running approach.
1.18 Strike a balloon upward continuously, using arms, hands, and feet.
1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
1.20 Dribble a ball in a forward direction, using the inside of the foot.
1.21 Dribble a ball continuously with one hand.

Rhythmic Skills
1.22 Create or imitate movement in response to rhythms and music.
STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Identify the right and left sides of the body and movement from right to left and left to right.
2.2 Identify people/objects that are within personal space and within boundaries.

Body Management
2.3 Identify the base of support of balanced objects.

Locomotor Movement
2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills
2.5 Identify examples of underhand and overhand movement patterns.
2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence.
2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
2.9 Describe the proper hand and finger position for catching a ball.
2.10 Demonstrate and explain how to reduce the impact force while catching an object.
2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.
2.12 Identify the location of the contact point to strike an object upward.
2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

STANDARD 3
Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts
3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity
3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance
3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.  
*Flexibility*

3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.  
*Body Composition*

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.  
*Assessment*

3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.  

**STANDARD 4**  
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

*Fitness Concepts*  
4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.  
4.2 Explain the importance of drinking water during and after physical activity.  
4.3 Explain that nutritious food provides energy for alertness and mental concentration.  

*Aerobic Capacity*  
4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.  
4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.  
4.6 Identify physical activities that cause the heart to beat faster.  
4.7 Describe the role of blood in transporting oxygen from the lungs.  

*Muscular Strength/Endurance*  
4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.  
4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.  

*Flexibility*  
4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.  
4.11 Diagram how flexible muscles allow more range of motion in physical activity.  

*Body Composition*  
4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).
STANDARD 5
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 Participate willingly in new physical activities.
5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

*Social Interaction*
5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
5.4 Invite others to use equipment or apparatus before repeating a turn.

*Group Dynamics*
5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
5.6 Identify and demonstrate effective practices for working with a group without interfering with others.
GRADE TWO

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts
1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management
1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll)

Locomotor Movement
1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
1.6 Skip and leap, using proper form.

Manipulative Skills
1.7 Roll a ball for distance, using proper form.
1.8 Throw a ball for distance, using proper form.
1.9 Catch a gently thrown ball above the waist, reducing the impact force.
1.10 Catch a gently thrown ball below the waist, reducing the impact force.
1.11 Kick a slowly rolling ball.
1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
1.14 Hand-dribble, with control, a ball for a sustained period.
1.15 Foot-dribble, with control, a ball along the ground.
1.16 Jump a rope turned repeatedly.

Rhythmic Skills
1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Define open space.
2.2 Explain how to reduce the impact force of an oncoming object.
Body Management
2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement
2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills
2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
2.7 Identify different opportunities to use striking skills.
2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
2.9 Explain key elements of throwing for distance.
2.10 Identify the roles of body parts not directly involved in catching objects.
2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

STANDARD 3
Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts
3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity
3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance
3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
3.4 Traverse the overhead ladder one bar at a time.

Flexibility
3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition
3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment
3.7 Measure improvements in individual fitness levels.
STANDARD 4
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

**Fitness Concepts**
4.1 Explain the fuel requirements of the body during physical activity and inactivity.
4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
4.3 Identify ways to increase time for physical activity outside of school.
4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

**Aerobic Capacity**
4.6 Compare and contrast the function of the heart during rest and during physical activity.
4.7 Describe the relationship between the heart and lungs during physical activity.
4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

**Muscular Strength/Endurance**
4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
4.10 Identify muscles being strengthened during the performance of particular physical activities.
4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
4.12 Explain the role that weight-bearing activities play in bone strength.

**Flexibility**
4.13 Identify the muscles being stretched during the performance of particular physical activities.
4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

**Body Composition**
4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

STANDARD 5
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 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
5.2 Accept responsibility for one’s own behavior in a group activity.

**Social Interaction**
5.3 Acknowledge one’s opponent or partner before, during, and after an activity or game and give positive feedback on the opponent’s or partner’s performance.

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others, and equipment during physical activities.

5.6 Demonstrate how to solve a problem with another person during physical activity.

_**Group Dynamics**_

5.7 Participate positively in physical activities that rely on cooperation.
GRADE THREE

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts
1.1 Chase, flee, and move away from others in a constantly changing environment.

Body Management
1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.
1.3 Perform a forward roll.
1.4 Perform a straddle roll.

Locomotor Movement
1.5 Jump continuously a forward-turning rope and a backward-turning rope.

Manipulative Skills
1.6 Balance while traveling and manipulating an object on a ground-level balance beam.
1.7 Catch, while traveling, an object thrown by a stationary partner.
1.8 Roll a ball for accuracy toward a target.
1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.
1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.
1.11 Kick a ball to a stationary partner, using the inside of the foot.
1.12 Strike a ball continuously upward, using a paddle or racket.
1.13 Hand-dribble a ball continuously while moving around obstacles.
1.14 Foot-dribble a ball continuously while traveling and changing direction.

Rhythmic Skills
1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Describe how changing speed and changing direction can allow one person to move away from another.

Manipulative Skills
2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving
   Forward and when changing direction.

Rhythmic Skills
2.6 Define the terms folk dance, line dance, and circle dance.
2.7 Compare and contrast folk dances, line dances, and circle dances.

STANDARD 3
Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts
3.1 Demonstrate warm-up and cool-down exercises.
3.2 Demonstrate how to lift and carry objects correctly.

Aerobic Capacity
3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

Muscular Strength/Endurance
3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
3.5 Climb a vertical pole or rope.

Flexibility
3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

Body Composition
3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment
3.8 Measure and record improvement in individual fitness activities.

STANDARD 4
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts
4.1 Identify the body’s normal reactions to moderate to vigorous physical activity.
4.2 List and define the components of physical fitness.
4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
4.4 Recognize that the body will adapt to increased workloads.
4.5 Explain that fluid needs are linked to energy expenditure.
4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

**Aerobic Capacity**

4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.

4.8 Describe and record the changes in heart rate before, during, and after physical activity.

**Muscular Strength/Endurance**

4.9 Explain that a stronger heart muscle can pump more blood with each beat.

4.10 Identify which muscles are used in performing muscular endurance activities.

4.11 Name and locate the major muscles of the body.

4.12 Describe and demonstrate how to relieve a muscle cramp.

4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

**Flexibility**

4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.

4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

**Body Composition**

4.16 Differentiate the body’s ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

**STANDARD 5**

**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 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.

5.2 Collect data and record progress toward mastery of a motor skill.

5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

**Social Interaction**

5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.

5.5 Demonstrate respect for individual differences in physical abilities.

**Group Dynamics**

5.6 Work in pairs or small groups to achieve an agreed-upon goal.
GRADE FOUR

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management
1.1 Perform simple balance stunts with a partner while sharing a common base of support.
1.2 Change direction quickly to maintain the spacing between two players.
1.3 Change direction quickly to increase the spacing between two players.
1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

Locomotor Movement
1.5 Jump a self-turned rope.

Manipulative Skills
1.6 Throw and catch an object with a partner while both partners are moving.
1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
1.8 Throw a flying disc for distance, using the backhand movement pattern.
1.9 Catch a fly ball above the head, below the waist, and away from the body.
1.10 Kick a ball to a moving partner, using the inside of the foot.
1.11 Kick a stationary ball from the ground into the air.
1.12 Punt a ball dropped from the hands.
1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.
1.15 Strike a gently tossed ball with a bat, using a side orientation.
1.16 Keep a foot-dribbled ball away from a defensive partner.
1.17 Keep a hand-dribbled ball away from a defensive partner.
1.18 Manipulate an object by using a long-handled implement.
1.19 Stop a kicked ball by trapping it with the foot while standing still.
1.20 Volley a tossed lightweight ball, using the forearm pass.

Rhythmic Skills
1.21 Perform a series of basic square-dance steps.
1.22 Perform a routine to music that includes even and uneven locomotor patterns.

STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Explain the difference between offense and defense.
2.2 Describe ways to create more space between an offensive player and a defensive player.

Body Management
2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.
2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

**Manipulative Skills**

2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.

2.6 Distinguish between punting and kicking and describe the similarities and differences.

2.7 Compare and contrast dribbling a ball without a defender and with a defender.

2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.

2.9 Identify key body positions used for volleying a ball.

**Rhythmic Skills**

2.10 Design a routine to music that includes even and uneven locomotor patterns.

**STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

**Fitness Concepts**

3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.

3.2 Demonstrate the correct body position for pushing and pulling large objects.

**Aerobic Capacity**

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

**Muscular Strength/Endurance**

3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.

3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

**Flexibility**

3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

**Body Composition**

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

**Assessment**

3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.
STANDARD 4
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

*Fitness Concepts*
4.1 Identify the correct body alignment for performing lower-body stretches.
4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.
4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
4.4 Identify healthful choices for meals and snacks that help improve physical performance.
4.5 Explain why the body needs water before, during, and after physical activity.
4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
4.7 Explain the purpose of warm-up and cool-down periods.

*Aerobic Capacity*
4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals.
4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.
4.10 Identify two characteristics of physical activity that build aerobic capacity.
4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

*Muscular Strength/Endurance*
4.12 Describe the difference between muscular strength and muscular endurance.
4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
4.14 Recognize how strengthening major muscles can improve performance at work and play.
4.15 Describe the correct form to push and pull heavy objects.

*Flexibility*
4.16 Explain the value of increased flexibility when participating in physical activity.

*Body Composition*
4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.
STANDARD 5
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 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
5.2 Collect data and record progress toward attainment of a personal fitness goal.
5.3 Accept responsibility for one’s own performance without blaming others.
5.4 Respond to winning and losing with dignity and respect.

Social Interaction
5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics
5.6 Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.
GRADE FIVE

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management
1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement
1.2 Jump for height, using proper takeoff and landing form.
1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills
1.4 Enter, jump, and leave a long rope turned by others.
1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
1.7 Field a thrown ground ball.
1.8 Punt a ball, dropped from the hands, at a target.
1.9 Stop a kicked ball by trapping it with the foot while moving.
1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
1.11 Hit a softly tossed ball backhanded with a paddle or racket.
1.12 Strike a tossed ball, with different implements, from a side orientation.
1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.
1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
1.15 Dribble a ball and kick it toward a goal while being guarded.
1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.
1.17 Volley a tossed ball to an intended location.

Rhythmic Skills
1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
1.19 Design and perform a routine to music that involves manipulation of an object.

STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Explain the importance of open space in playing sport-related games.
2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management
2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills
2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

*Rhythmic Skills*

2.5 Design a routine to music, changing speed and direction while manipulating an object.

**STANDARD 3**  
**Students assess and maintain a level of physical fitness to improve health and performance.**

*Fitness Concepts*

3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

*Aerobic Capacity*

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

*Muscular Strength/Endurance*

3.4 Perform an increasing number of oblique curl-ups on each side.

3.5 Perform increasing numbers of triceps push-ups.

*Flexibility*

3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

*Body Composition*

3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

*Assessment*

3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.
STANDARD 4
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts
4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.
4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.
4.3 Develop and describe three short-term and three long-term fitness goals.
4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
4.5 Explain the elements of warm-up and cool-down activities.
4.6 Record water intake before, during, and after physical activity.
4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity
4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.
4.10 Compare target heart rate and perceived exertion during physical activity.
4.11 Measure and record the heart rate before, during, and after vigorous physical activity.
4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance
4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility
4.14 Explain the benefits of stretching after warm-up activities.

Body Composition
4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.
STANDARD 5
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 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
5.2 Work toward a long-term physical activity goal and record data on one's progress.
5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction
5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics
5.7 Accommodate individual differences in others' physical abilities in small-group activities.
5.8 Appreciate physical games and activities reflecting diverse heritages.
Science Content Standards

KINDERGARTEN

Section 1.17  Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
   a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
   b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
   c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

Section 1.18  Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
   a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
   b. Students know stories sometimes give plants and animals attributes they do not really have.
   c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Section 1.19  Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:
   a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
   b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
   c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Section 1.20  Investigation and Experimentation

4. 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. Observe common objects by using the five senses.
b. Describe the properties of common objects.
c. Describe the relative position of objects by using one reference (e.g., above or below).
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
e. Communicate observations orally and through drawings.

GRADE ONE

Section 1.21 Physical Sciences

1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
   a. Students know solids, liquids, and gases have different properties.
   b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

Section 1.22 Life Sciences

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
   a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
   b. Students know both plants and animals need water, animals need food, and plants need light.
   c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
   d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
   e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

Section 1.23 Earth Sciences

3. Weather can be observed, measured, and described. As a basis for understanding this concept:
a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.

b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.

c. Students know the sun warms the land, air, and water.

Section 1.24  Investigation and Experimentation

4. 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. Draw pictures that portray some features of the thing being described.
   b. Record observations and data with pictures, numbers, or written statements.
   c. Record observations on a bar graph.
   d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
   e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

GRADE TWO

Section 1.25  Physical Sciences

1. The motion of objects can be observed and measured. As a basis for understanding this concept:
   a. Students know the position of an object can be described by locating it in relation to another object or to the background.
   b. Students know an object’s motion can be described by recording the change in position of the object over time.
   c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
   d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
   e. Students know objects fall to the ground unless something holds them up.
   f. Students know magnets can be used to make some objects move without being touched.
   g. Students know sound is made by vibrating objects and can be described by its pitch and volume.
Section 1.26  Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
   a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
   b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
   c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
   d. Students know there is variation among individuals of one kind within a population.
   e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
   f. Students know flowers and fruits are associated with reproduction in plants.

Section 1.27  Earth Sciences

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
   a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
   b. Students know smaller rocks come from the breakage and weathering of larger rocks.
   c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
   d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
   e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Section 1.28  Investigation and Experimentation

4. 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. Make predictions based on observed patterns and not random guessing.
b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.

c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

d. Write or draw descriptions of a sequence of steps, events, and observations.

e. Construct bar graphs to record data, using appropriately labeled axes.

f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.

g. Follow oral instructions for a scientific investigation.

GRADE THREE

Section 1.29 Physical Sciences

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

   a. Students know energy comes from the Sun to Earth in the form of light.
   
   b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.
   
   c. Students know machines and living things convert stored energy to motion and heat.
   
   d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
   
   e. Students know matter has three forms: solid, liquid, and gas.
   
   f. Students know evaporation and melting are changes that occur when the objects are heated.
   
   g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
   
   h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
   
   i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

2. Light has a source and travels in a direction. As a basis for understanding this concept:

   a. Students know sunlight can be blocked to create shadows.
   
   b. Students know light is reflected from mirrors and other surfaces.
c. Students know the color of light striking an object affects the way the object is seen.
d. Students know an object is seen when light traveling from the object enters the eye.

Section 1.30  Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
   a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
   b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
   c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
   d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
   e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

Section 1.31  Earth Sciences

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
   a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
   b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
   c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
   d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
   e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

Section 1.32  Investigation and Experimentation

5. 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. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.

b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

c. Use numerical data in describing and comparing objects, events, and measurements.

d. Predict the outcome of a simple investigation and compare the result with the prediction.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

GRADE FOUR

Section 1.33  Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.

b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth’s magnetic field.

c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.

d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.

e. Students know electrically charged objects attract or repel each other.

f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.

g. Students know electrical energy can be converted to heat, light, and motion.

Section 1.34  Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a. Students know plants are the primary source of matter and energy entering most food chains.
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
   a. Students know ecosystems can be characterized by their living and nonliving components.
   b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
   c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
   d. Students know that most microorganisms do not cause disease and that many are beneficial.

Section 1.35  Earth Sciences

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
   a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
   b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
   a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
   b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
   c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

Section 1.36  Investigation and Experimentation

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

a. Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.

b. Measure and estimate the weight, length, or volume of objects.

c. Formulate and justify predictions based on cause-and-effect relationships.

d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

e. Construct and interpret graphs from measurements.

f. Follow a set of written instructions for a scientific investigation.

GRADE FIVE

Section 1.37 Physical Sciences

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.

b. Students know all matter is made of atoms, which may combine to form molecules.

c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.

d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.

e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.

f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.

g. Students know properties of solid, liquid, and gaseous substances, such as sugar \( \text{C}_6\text{H}_{12}\text{O}_6 \), water \( \text{H}_2\text{O} \), helium \( \text{He} \), oxygen \( \text{O}_2 \), nitrogen \( \text{N}_2 \), and carbon dioxide \( \text{CO}_2 \).

h. Students know living organisms and most materials are composed of just a few elements.

i. Students know the common properties of salts, such as sodium chloride \( \text{NaCl} \).
Section 1.38  Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
   a. Students know many multicellular organisms have specialized structures to support the transport of materials.
   b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.
   c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
   d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
   e. Students know how sugar, water, and minerals are transported in a vascular plant.
   f. Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.
   g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

Section 1.39  Earth Sciences

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
   a. Students know most of Earth’s water is present as salt water in the oceans, which cover most of Earth’s surface.
   b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
   c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
   d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
   e. Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
   a. Students know uneven heating of Earth causes air movements (convection currents).
   b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
c. Students know the causes and effects of different types of severe weather.

d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.

e. Students know that the Earth’s atmosphere exerts a pressure that decreases with distance above Earth’s surface and that at any point it exerts this pressure equally in all directions.

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.

b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.

c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Section 1.40 Investigation and Experimentation

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

a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.

b. Develop a testable question.

c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

d. Identify the dependent and controlled variables in an investigation.

e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.

f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
Visual and Performing Arts Content Standards

KINDERGARTEN DANCE STANDARDS

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 and Technical Expertise

1.1 Build the range and capacity to move in a variety of ways.
1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).

Comprehension and Analysis of Dance Elements

1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

Development of Dance Vocabulary

1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

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.

Creation/Invention of Dance Movements

2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
2.3 Respond spontaneously to different types of music, rhythms, and sounds.

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 Name and perform folk/traditional dances from the United States and other countries.

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 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

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 Give examples of the relationship between everyday movement in school and dance movement.

**GRADE ONE DANCE STANDARDS**

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 and Technical Expertise*
1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

Comprehension and Analysis of Dance Elements

1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Development of Dance Vocabulary

1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

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.

Creation/Invention of Dance Movements

2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).

2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a short movement sequence with a beginning, a middle, and an end.

2.4 Create shapes and movements at low, middle, and high levels.

2.5 Imitate simple movement patterns.

Communication of Meaning in Dance

2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.

2.7 Perform improvised movement ideas for peers.

Development of Partner and Group Skills

2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).
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 Name and perform folk/traditional dances from other countries.
3.2 Describe aspects of the style, costumes, and music of a dance.
3.3 List commonalities among basic locomotor movements in dances from various countries.

History and Function of Dance

3.4 Identify where and when people 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 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

Meaning and Impact of Dance

4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).
4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

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 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, counting; language arts—beginning, middle, and end).

GRADE TWO DANCE STANDARDS

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 and Technical Expertise

1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).

1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

Comprehension and Analysis of Dance Elements

1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).

1.4 Expand the ability to incorporate spatial concepts with movement problems.

Development of Dance Vocabulary

1.5 Name a large number of locomotor and axial movements used in dance.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create and improvise movement patterns and sequences.

2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).
2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.

2.4 Create shapes and movements, using fast and slow tempos.

2.5 Develop a dance phrase that has a sense of unity.

Communication of Meaning in Dance

2.6 Create, memorize, and perform original expressive movements for peers.

Development of Partner and Group Skills

2.7 Work cooperatively in small and large groups.

2.8 Demonstrate partner skills (e.g., imitating and leading/following).

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 Name and perform social and traditional dances from various cultures.

3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.

3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

History and Function of Dance

3.4 Describe dances seen in celebrations and community events.

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 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).

4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

Meaning and Impact of Dance
4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

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 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).

5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

Development of Life Skills and Career Competencies

5.3 Describe how choreographers create dances.

5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).

GRADE THREE DANCE STANDARDS

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 and Technical Expertise

1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).

1.2 Demonstrate the ability to start, change, and stop movement.

Comprehension and Analysis of Dance Elements

1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).
1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).

Development of Dance Vocabulary
1.5 Describe dance elements used in personal work and that of others.

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.

Creation/Invention of Dance Movements

2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.

2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.

2.4 Create a wide variety of shapes and movements, using different levels in space.

Communication of Meaning in Dance

2.5 Perform dances to communicate personal meaning, using focus and expression.

2.6 Compare and contrast the role of the performer with that of a member of the audience.

Development of Partner and Group Skills

2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).

2.8 Create, memorize, and perform original movement sequences with a partner or a small group.
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 Describe commonalities among and differences between dances from various countries.

3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).

History and Function of Dance

3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.

3.4 Describe how costumes and shoes influence dance movement.

Diversity of Dance

3.5 Name and demonstrate dances of Native Americans.

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 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).

4.2 Explain and demonstrate what it means to be a good audience member.

Meaning and Impact of Dance

4.3 Explain how a performer’s dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).
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 Explain relationships between dance elements and other subjects (e.g., spatial path-ways—maps and grids; geometric shapes—body shapes).

5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).

Development of Life Skills and Career Competencies

5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.

5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).

GRADE FOUR DANCE STANDARDS

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 and Technical Expertise

1.1 Demonstrate mental concentration and physical control in performing dance skills.

1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

Comprehension and Analysis of Dance Elements

1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).

1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.

Development of Dance Vocabulary
1.5 Describe a specific movement, using appropriate dance vocabulary.
1.6 Identify, define, and use *phrasing* in dances learned or observed.

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.

*Creation/Invention of Dance Movements*

2.1 Create, develop, and memorize set movement patterns and sequences.
2.2 Improvise extended movement phrases.

*Application of Choreographic Principles and Processes to Creating Dance*

2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.
2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.

*Communication of Meaning in Dance*

2.5 Convey a range of feelings through shape/postures and movements when performing for peers.
2.6 Perform improvised movement and dance studies with focus and expression.

*Development of Partner and Group Skills*

2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).

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 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).
3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.

*History and Function of Dance*
3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).

_Diversity of Dance_

3.4 Perform and identify folk/traditional and social dances from California history.

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 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history–social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).

4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).

_Meaning and Impact of Dance_

4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).

4.4 List the expectations the audience has for a performer and vice versa.

5.0 **CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

_Connectioning 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 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).

5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.

5.3 Demonstrate a recognition of personal space and respect for the personal space of others.

_Development of Life Skills and Career Competencies_
5.4 Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).

GRADE FIVE DANCE STANDARDS

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 and Technical Expertise

1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.

1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

Comprehension and Analysis of Dance Elements

1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.

1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

Development of Dance Vocabulary

1.5 Use appropriate dance vocabulary to describe dances.

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.

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.

2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).
2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

*Communication of Meaning in Dance*

2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

*Development of Partner and Group Skills*

2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

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 Describe how and why a traditional dance may be changed when performed on stage for an audience.

*History and Function of Dance*

3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

*Diversity of Dance*

3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

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 according to the elements of dance and aesthetic qualities.

*Description, Analysis, and Criticism of Dance*

4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.

4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

*Meaning and Impact of Dance*
4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.

4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

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 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).

5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).

5.3 Cite examples of the use of technology in the performing arts.

Development of Life Skills and Career Competencies

5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.
KINDERGARTEN MUSIC STANDARDS

1.0 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 Use icons or invented symbols to represent beat.

Listen to, Analyze, and Describe Music

1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

2.0 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 and Instrumental Skills

2.1 Use the singing voice to echo short melodic patterns.

2.2 Sing age-appropriate songs from memory.

2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

Compose, Arrange, and Improvise

2.4 Create accompaniments, using the voice or a variety of classroom instruments.

3.0 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 various uses of music in daily experiences.

Diversity of Music
3.2 Sing and play simple singing games from various cultures.
3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

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 according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements that correspond to specific music.
4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

5.0 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 Use music, together with dance, theatre, and the visual arts, for storytelling.

Careers and Career-Related Skills

5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

GRADE ONE MUSIC STANDARDS

1.0 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 simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Listen to, Analyze, and Describe Music

1.2 Identify simple musical forms (e.g., phrase, AB, echo).
1.3 Identify common instruments visually and aurally in a variety of music.

2.0 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 and Instrumental Skills

2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory.
2.3 Play simple accompaniments on classroom instruments.

Compose, Arrange, and Improvise

2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.0 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 Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

3.2 Sing and play simple singing games from various cultures.
3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).
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 according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

4.1  Create movements to music that reflect focused listening.

4.2  Describe how ideas or moods are communicated through music.

5.0  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  Recognize and explain how people respond to their world through music.

Careers and Career-Related Skills

5.2  Describe how the performance of songs and dances improves after practice and rehearsal.

GRADE TWO MUSIC STANDARDS

1.0  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 simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.

1.2  Read, write, and perform simple patterns of pitch, using solfège.

Listen to, Analyze, and Describe Music

1.3  Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

2.0 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 and Instrumental Skills
2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory.
2.3 Play rhythmic ostinatos on classroom instruments.

Music Compose, Arrange, and Improvise
2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

3.0 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 uses of specific music in daily or special events.

Diversity of Music
3.2 Sing simple songs and play singing games from various cultures.
3.3 Describe music from various cultures.

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 according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess
4.1 Use the terminology of music in discussing individual preferences for specific music.

Derive Meaning

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.

4.3 Identify how musical elements communicate ideas or moods.

4.4 Respond to a live performance with appropriate audience behavior.

5.0 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 similar themes in stories, songs, and art forms (e.g., patterns, texture).

Careers and Career-Related Skills

5.2 Identify and discuss who composes and performs music.

GRADE THREE MUSIC STANDARDS

1.0 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 simple rhythm patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.

1.2 Read, write, and perform pentatonic patterns, using solfège.

Listen to, Analyze, and Describe Music

1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.

1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
1.5 Describe the way in which sound is produced on various instruments.
1.6 Identify simple musical forms (e.g., AABA, AABB, round).

2.0 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 and Instrumental Skills

2.1 Sing with accuracy in a developmentally appropriate range.

2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.

2.3 Play rhythmic and melodic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

2.4 Create short rhythmic and melodic phrases in question-and-answer form.

3.0 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 uses of music in various cultures and time periods.

Diversity of Music

3.2 Sing memorized songs from diverse cultures.

3.3 Play memorized songs from diverse cultures.

3.4 Identify differences and commonalities in music from various cultures.

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 according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess
4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

Derive Meaning

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.

4.3 Describe how specific musical elements communicate particular ideas or moods in music.

5.0 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 the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

Careers and Career-Related Skills

5.2 Identify what musicians and composers do to create music.

GRADE FOUR MUSIC STANDARDS

1.0 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 melodic notation for simple songs in major keys, using solfège.

1.2 Read, write, and perform diatonic scales.

1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

Listen to, Analyze, and Describe Music

1.4 Describe music according to its elements, using the terminology of music.
1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordaphone, membranophone).

1.6 Recognize and describe aural examples of musical forms, including rondo.

2.0 **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.

*Music Apply Vocal and Instrumental Skills*

2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.

2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

*Compose, Arrange, and Improvise*

2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

3.0 **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 Explain the relationship between music and events in history.

*Diversity of Music*

3.2 Identify music from diverse cultures and time periods.

3.3 Sing and play music from diverse cultures and time periods.

3.4 Compare musical styles from two or more cultures.

3.5 Recognize the influence of various cultures on music in California.
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 according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess
4.1 Use specific criteria when judging the relative quality of musical performances.

Derive Meaning
4.2 Describe the characteristics that make a performance a work of art.

5.0 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 and interpret expressive characteristics in works of art and music.

5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.

5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

Careers and Career-Related Skills
5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

GRADE FIVE MUSIC STANDARDS

1.0 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 simple melodic notation in treble clef in major and minor keys.

1.2 Read, write, and perform major and minor scales.

1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

1.4 Analyze the use of music elements in aural examples from various genres and cultures.

1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.

1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

2.0 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 and Instrumental Skills

2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.

2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Compose, Arrange, and Improvise

2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

3.0 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 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

3.2 Identify different or similar uses of musical elements in music from diverse cultures.

3.3 Sing and play music from diverse cultures and time periods.

3.4 Describe the influence of various cultures and historical events on musical forms and styles.

3.5 Describe the influences of various cultures on the music of the United States.

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 according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

5.0 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 the role of music in community events.

Careers and Career-Related Skills

5.2 Identify ways in which the music professions are similar to or different from one another.
KINDERGARTEN THEATRE STANDARDS

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 actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify differences between real people and imaginary characters.

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 Perform imitative movements, rhythmical activities, and theatre games and mirrors).

Creation/Invention in Theatre

2.2 Perform group pantomimes and improvisations to retell familiar stories.

2.3 Use costumes and props in role playing.

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 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
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  Respond appropriately to a theatrical experience as an audience member.

Derivation of Meaning from Works of Theatre

4.2  Compare a real story with a fantasy story.

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  Dramatize information from other content areas. Use movement and to reinforce vocabulary, such as fast, slow, in, on, through, over, under.

Careers and Career-Related Skills

5.2  Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

GRADE ONE THEATRE STANDARDS

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 the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
Comprehension and Analysis of the Elements of Theatre

1.2 Observe and describe the traits of a character.

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 Demonstrate skills in pantomime, tableau, and improvisation.

Creation/Invention in Theatre

2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

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 the cultural and geographic origins of stories.

History of Theatre

3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
3.3 Describe the roles and responsibilities of audience and actor.

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 Describe what was liked about a theatrical work or a story.

Derivation of Meaning from Works of Theatre

4.2 Identify and discuss emotional reactions to a theatrical experience.
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 Apply the theatrical concept of beginning, middle, and end to example, act out the life cycle of a butterfly.

Careers and Career-Related Skills

5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

GRADE TWO THEATRE STANDARDS

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 plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Use body and voice to improvise alternative endings to a story.

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 Perform in group improvisational theatrical games that develop cooperative skills and concentration.
Creation/Invention in Theatre

2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.

2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.

2.4 Create costume pieces, props, or sets for a theatrical experience.

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 theatre and storytelling forms from different cultures.

History of Theatre

3.2 Identify universal characters in stories and plays from different periods and places.

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 Critique an actor's performance as to the use of voice, gesture, movement to create character.

4.2 Respond to a live performance with appropriate audience behavior.

Derivation of Meaning from Works of Theatre

4.3 Identify the message or moral of a work of 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.

5.1 Use problem-solving and cooperative skills in dramatizing a story, concept from another subject area.

*Careers and Career-Related Skills*

5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

**GRADE THREE THEATRE STANDARDS**

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 *character, setting, conflict, audience, motivation, props, stage areas, and blocking,* to describe theatrical experiences.

*Comprehension and Analysis of the Elements of Theatre*

1.2 Identify who, what, where, when, and why (the five Ws) in a theatrical experience.

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 Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.

*Creation/Invention in Theatre*

2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.
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 Dramatize different cultural versions of similar stories from around the world.

History of Theatre

3.2 Identify universal themes in stories and plays from different periods and places.

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 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.

Derivation of Meaning from Works of Theatre

4.2 Compare the content or message in two different works of 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 Use problem-solving and cooperative skills to dramatize a story another content area, with emphasis on the five Ws.

Careers and Career-Related Skills

5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.
GRADE FOUR THEATRE STANDARDS

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 plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify a character’s objectives and motivations to explain that character’s behavior.

1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: “I want you to go.” “I want you to go.” “I want you to go.”

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 Demonstrate the emotional traits of a character through gesture and action.

Creation/Invention in Theatre

2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).

2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.
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 theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.

History of Theatre

3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.

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 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.

4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.

Derivation of Meaning from Works of Theatre

4.3 Describe students' responses to a work of theatre and explain what the scriptwriter did to elicit those responses.

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 Dramatize events in California history.
5.2 Use improvisation and dramatization to explore concepts in other content areas.

*Careers and Career-Related Skills*

5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.

**GRADE FIVE THEATRE STANDARDS**

**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 *sense memory, script, cue, monologue, dialogue, protagonist,* and *antagonist,* to describe theatrical experiences.

*Comprehension and Analysis of the Elements of Theatre*

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

**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 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.

2.2 Demonstrate the use of blocking (stage areas, levels, and actor’s position, such as full front, quarter, profile, and full back) in dramatizations.

*Creation/Invention in Theatre*

2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.
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  Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.

3.2  Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

History of Theatre

3.3  Analyze ways in which theatre, television, and film play a part in our daily lives.

3.4  Identify types of early American theatre, such as melodrama and musical theatre.

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  Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Derivation of Meaning from Works of Theatre

4.2  Describe devices actors use to convey meaning or intent in commercials on television.

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 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history-social science.

Careers and Career-Related Skills

5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

KINDERGARTEN VISUAL ARTS STANDARDS

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 Recognize and describe simple patterns found in the environment and works of art.

1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

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 Use lines, shapes/forms, and colors to make patterns.

2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.

2.3 Make a collage with cut or torn paper shapes/forms.

Communication and Expression Through Original Works of Art
2.4 Paint pictures expressing ideas about family and neighborhood.
2.5 Use lines in drawings and paintings to express feelings.
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
2.7 Create a three-dimensional form, such as a real or imaginary animal.

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 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
3.2 Identify and describe works of art that show people doing things together.

Diversity of the Visual Arts
3.3 Look at and discuss works of art from a variety of times and places.

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 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

Make Informed Judgments
4.3 Discuss how and why they made a specific work of art.
4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.
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 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.

5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Careers and Career-Related Skills

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

GRADE ONE VISUAL ARTS STANDARDS

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 and replicate repeated patterns in nature, in the environment, and in works of art.

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.
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 Use texture in two-dimensional and three-dimensional works of art.
2.2 Mix secondary colors from primary colors and describe the process.
2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art

2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
2.5 Create a representational sculpture based on people, animals, or buildings.
2.6 Draw or paint a still life, using secondary colors.
2.7 Use visual and actual texture in original works of art.
2.8 Create artwork based on observations of actual objects and everyday scenes.

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 Recognize and discuss the design of everyday objects from various time periods and cultures.
3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

3.3 View and then describe art from various cultures.
3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.
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 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

4.2 Identify and describe various reasons for making art.

**Make Informed Judgments**

4.3 Describe how and why they made a selected work of art, focusing on the media and technique.

4.4 Select something they like about their work of art and something they would change.

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 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.

5.2 Compare and contrast objects of folk art from various time periods and cultures.

**Visual Literacy**

5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

**Careers and Career-Related Skills**

5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.
GRADE TWO VISUAL ARTS STANDARDS

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 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design
1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

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 beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Communication and Expression Through Original Works of Art
2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
2.4 Create a painting or drawing, using warm or cool colors expressively.
2.5 Use bilateral or radial symmetry to create visual balance.
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 Explain how artists use their work to share experiences or communicate ideas.

3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

Diversity of the Visual Arts

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

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 Compare ideas expressed through their own works of art with ideas expressed in the work of others.

4.2 Compare different responses to the same work of art.

Make Informed Judgments

4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work 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 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).

5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

*Visual Literacy*

5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

*Careers and Career-Related Skills*

5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).

**GRADE THREE VISUAL ARTS STANDARDS**

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 Perceive and describe rhythm and movement in works of art and in the environment.

1.2 Describe how artists use tints and shades in painting.

1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.

1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).

*Analyze Art Elements and Principles of Design*

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.
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 Explore ideas for art in a personal sketchbook.
2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

Communication and Expression Through Original Works of Art

2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.
2.5 Create an imaginative clay sculpture based on an organic form.
2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.

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 Compare and describe various works of art that have a similar theme and were created at different time periods.
3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.
3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.

Diversity of the Visual Arts

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).
3.5 Write about a work of art that reflects a student's own cultural background.
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 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.

*Make Informed Judgments*

4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

4.3 Select an artist’s work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

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 Describe how costumes contribute to the meaning of a dance.

5.2 Write a poem or story inspired by their own works of art.

*Visual Literacy*

5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

*Careers and Career-Related Skills*

5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people’s lives.
GRADE FOUR VISUAL ARTS STANDARDS

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 Visual Arts Vocabulary

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.

1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.

1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.

1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

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 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).

2.2 Use the conventions of facial and figure proportions in a figure study.

2.3 Use additive and subtractive processes in making simple sculptural forms.

2.4 Use fibers or other materials to create a simple weaving.

Communication and Expression Through Original Works of Art
2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.

2.6 Use the interaction between positive and negative space expressively in a work of art.

2.7 Use contrast (light and dark) expressively in an original work of art.

2.8 Use complementary colors in an original composition to show contrast and emphasis.

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 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

Diversity of the Visual Arts

3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California’s history and art heritage.

3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

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 how using the language of the visual arts helps to clarify personal responses to works of art.

4.2 Identify and describe how a person’s own cultural context influences individual responses to works of art.

4.3 Discuss how the subject and selection of media relate to the meaning and purpose of a work of art.
**Make Informed Judgments**

4.4 Identify and describe how various cultures define and value art differently.

4.5 Describe how the individual experiences of an artist may influence the development of specific 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 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.

5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.

*Visual Literacy*

5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

*Careers and Career-Related Skills*

5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

**GRADE FIVE VISUAL ARTS STANDARDS**

**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 describe the principles of design in visual compositions, emphasizing unity and harmony.

1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

*Analyze Art Elements and Principles of Design*

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

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 Use one-point perspective to create the illusion of space.

2.2 Create gesture and contour observational drawings.

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

*Communication and Expression Through Original Works of Art*

2.4 Create an expressive abstract composition based on real objects.

2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.

2.6 Use perspective in an original work of art to create a real or imaginary scene.

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

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 Describe how local and national art galleries and museums contribute to the conservation of art.
3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

*Diversity of the Visual Arts*

3.3 Identify and compare works of art from various regions of the United States.

3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

**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 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

4.2 Compare the different purposes of a specific culture for creating art.

*Make Informed Judgments*

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

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

**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 Use linear perspective to depict geometric objects in space.

*Visual Literacy*

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

*Careers and Career-Related Skills*
5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.