



Language Acquisition Branch

ELD STANDARDS MAP

3-5 ELD Standards, Page 1

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
ELD LISTENING AND SPEAKING STANDARDS				
LS 1 Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	LS 1 Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	LS 1 Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	LS 1 Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	LS 1 Listen attentively to stories and subject area topics, and identify the main points and supporting details.
LS 2 Answer simple questions with one- to two-word responses.	LS 2 Ask and answer questions using phrases or simple sentences.	LS 2 Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").	LS 2 Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	LS 2 Demonstrate understanding of idiomatic expressions by responding to and using expressions appropriately (e.g., "It's pouring outside").
LS 3 Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objectives.	LS 3 Restate and execute multi-step oral directions.	LS 3 Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	LS 3 Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	LS 3 Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.
LS 4 Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	LS 4 Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	LS 4 Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	LS 4 Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details.	LS 4 Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
	LS 5 Orally communicate basic needs (e.g., "May I get a drink of water").	LS 5 Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	LS 5 Retell stories in greater detail including characters, setting, plot, summary and analysis.	LS 5 Identify the main ideas, points of view, and fact/fiction in broadcast and print media.
	LS 6 Recite familiar rhymes, songs, and simple stories.		LS 6 Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	LS 6 Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
ELD LISTENING AND SPEAKING STANDARDS				
			LS 7 Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs").	
READING: WORD ANALYSIS				
RW 1 Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	RW 1 While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in "cat", final consonants).	RW 1 Produce most English phonemes correctly while reading aloud.	RW 1 Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	RW 1 Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.
RW 2 Recognize sound/symbol relationships in own writing.	RW 2 Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	RW 2 Use common English morphemes in oral and silent reading.		
READING: FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENT				
RF 1 Read aloud simple words in stories or games (e.g., nouns and adjectives).	RF 1 Apply knowledge of content-related vocabulary to discussions and reading.	RF 1 Use content-related vocabulary in discussions and reading.	RF 1 Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	RF 1 Apply knowledge of common roots and affixes when attached to known vocabulary.
RF 2 Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	RF 2 Read simple vocabulary, phrases, and sentences independently.	RF 2 Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	RF 2 Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	RF 2 Recognize that words sometimes have multiple meanings and apply this knowledge consistently.
RF 3 Demonstrate comprehension of simple vocabulary with an appropriate action.	RF 3 Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	RF 3 Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	RF 3 Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	RF 3 Apply knowledge of academic and social vocabulary to achieve independent reading.

3-5 ELD Standards, Page 3

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
READING: FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENT				
RF 4 Retell simple stories using drawings, words, or phrases.	RF 4 Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	RF 4 Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	RF 4 Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present [gift], present [time]).	RF 4 Use common idioms, some analogies and metaphors in discussion and reading.
RF 5 Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	RF 5 Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	RF 5 Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	RF 5 Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	RF 5 Use standard dictionary to determine meaning of unknown words.
		RF 6 Create a simple dictionary of frequently used words.	RF 6 Use standard dictionary to find the meanings of known vocabulary.	RF 6 Read narrative and expository text aloud with appropriate pacing, intonation, and expression.
			RF 7 Recognize simple analogies and metaphors in literature and texts in content areas (e.g., "fly like a bird").	
			RF 8 Use some common idioms in discussions and reading (e.g., "scared silly").	
READING COMPREHENSION				
RC 1 Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").	RC 1 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.").	RC 1 Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").	RC 1 Generate and respond to comprehension questions related to the texts.	RC 1 Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
READING COMPREHENSION				
RC 2 Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	RC 2 Read and orally identify relationships between written text and their own experience using simple sentences.	RC 2 Read and use more detailed sentences to orally describe relationships between text and their own experiences.	RC 2 Describe relationships between text and their experiences.	RC 2 Describe main ideas and supporting details, including supporting evidence.
RC 3 Understand and follow simple one-step directions for classroom or work-related activities.	RC 3 Understand and follow simple two-step directions of classroom or work-related activities.	RC 3 Understand and follow some multi-step directions for classroom-related activities.	RC 3 Describe main ideas and supporting details of a text.	RC 3 Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.
RC 4 Identify the basic sequences of events in stories read to them, using key words or pictures.	RC 4 Orally identify the basic sequence of written text using simple sentences.	RC 4 Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	RC 4 Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	RC 4 Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.
RC 5 Identify the main idea in a story read aloud using key words and/or phrases.	RC 5 Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	RC 5 Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	RC 5 Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	RC 5 Distinguish between fact/opinion, inference, and cause/effect in text.
RC 6 Point out text features such as title, table of contents, and chapter headings.	RC 6 Read and identify basic text features, such as title, table of contents, and chapter headings.	RC 6 Read and orally identify examples of fact/opinion, and cause/effect in literature and content area texts.	RC 6 Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	
	RC 7 Orally identify examples of fact/opinion in familiar texts read to them.		RC 7 Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	

3-5 ELD Standards, Page 5

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
LITERARY RESPONSE AND ANALYSIS				
RL 1 Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	RL 1 Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	RL 1 Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	RL 1 Identify and describe figurative language (e.g., similes, metaphors, and personification).	RL 1 Describe the major characteristics of poetry, drama, fiction, and nonfiction.
RL 2 Orally identify different characters and settings in simple literary texts using words or phrases.	RL 2 Orally identify the main events of the plot using simple sentences.	RL 2 Apply knowledge of language to derive meaning/comprehension from literary texts.	RL 2 Distinguish between literary connotations and symbols from culture to culture.	RL 2 Identify and evaluate the author's use of various techniques to influence readers' perspective.
RL 3 Orally distinguish between fiction and non-fiction using one-or two-word responses.	RL 3 Recite simple poems.		RL 3 Read and orally identify metaphors and similes in a selection.	RL 3 Recognize and describe themes stated directly or implied in literary texts.
RL 4 Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths and legends.	RL 4 Orally describe the setting of a piece of literature using simple sentences.		RL 4 Identify the motives of characters in a work of fiction.	RL 4 Compare and contrast the motives of characters in a work of fiction.
	RL 5 Orally distinguish poetry, drama, and short stories using simple sentences.		RL 5 Recognize and describe themes stated directly in a text.	
	RL 6 Orally describe what a character is like by what he/she does in a selection, using simple sentences.		RL 6 Read and orally identify the speaker or narrator in a selection, using simple sentences.	
			RL 7 Read and orally identify the main problem of a plot and how it is resolved in a selection.	
			RL 8 Recognize the difference between first and third person in a literary text.	

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
WRITING STRATEGIES AND APPLICATIONS				
WS 1 Write the English alphabet legibly.	WS 1 Write short narrative stories that include elements of setting and character.	WS 1 Narrate a sequence of events with some detail.	WS 1 Write a detailed summary of a story.	WS 1 Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).
WS 2 Label key parts of common objects.	WS 2 Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	WS 2 Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	WS 2 Independently write simple responses to literature.	WS 2 Write a persuasive composition using standard grammatical forms.
WS 3 Create simple sentences or phrases with some assistance.	WS 3 Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	WS 3 Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence).	WS 3 Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	WS 3 Write narratives that describe the setting, character, objects, and events.
WS 4 Use models to write short narratives.	WS 4 Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	WS 4 Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	WS 4 Independently write a persuasive letter with relevant evidence.	WS 4 Write multi-paragraph narrative and expository compositions using standard grammatical forms.
WS 5 During group writing activities, write brief narratives and stories using a few standard grammatical forms.	WS 5 Given a model format, write a friendly letter.	WS 5 Independently write a letter using detailed sentences.	WS 5 Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	WS 5 Independently use all of the steps of the writing process.
	WS 6 Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	WS 6 Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.		

3-5 ELD Standards, Page 7

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
WRITING: CONVENTIONS				
WC 1 Use capital letters when writing own name and at the beginning of sentences.	WC 1 Use capital letters to begin sentences and proper nouns.	WC 1 Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	WC 1 Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	WC 1 Use complete sentences and correct word order.
WC 2 Use a period at the end of a sentence.	WC 2 Use a period at the end of a sentence, and use some commas appropriately.	WC 2 Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	WC 2 Use standard word order but may have some consistent grammatical forms, including inflections.	WC 2 Use correct parts of speech, including correct subject/verb agreement.
	WC 3 Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.		WC 3 Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	WC 3 Edit writing for punctuation, capitalization, and spelling.
			WC 4 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	WC 4 Produce writing that demonstrates a command of the conventions of standard English.
			WC 5 Arrange words in alphabetic order.	
			WC 6 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	



Language Acquisition Branch

ELD PROFILES

APPENDIX 1.0

Open Court, 2002 Universal Interdisciplinary Themes

Pre-Kindergarten (California Preschool Learning Foundations) : Empathy and Caring, Cooperation and Responsibility, Initiative and Learning

Kindergarten: School, Finding Friends, Stick-to-It, Teamwork

First grade: Let's Read, Our Neighborhood at Work, Weather, Journeys, Keep Trying, Being Afraid

Second grade: Sharing Stories, Kindness, Courage

Third grade: Friendship, Imagination, Storytelling

Fourth grade: Risks and Consequences, From Mystery to Medicine, Survival, Communication

Fifth grade: Cooperation and Competition, Heritage, Journeys and Quests

Trichotillomania



By Armen

November 4, 2009

California State fourth grade ELA standards:
Research and Technology

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

2.0 Writing Applications

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.

Have you ever had that feeling when you just wanted to rip your hair out?

People who suffer from trichotillomania, also known as TTM or “trich” have uncontrollable urges to pull out their hair. There are approximately 2.5 million people in the United States that are diagnosed with this disease. However, Research has not yet found a way to prevent “trich.” The three major aspects of trichotillomania explored here are the symptoms, the people who suffer from this disorder, and the possible cures or treatments available.

One of the most important aspects of “trich” is how it is diagnosed. For some people it may be mild and yet for others it may be extreme where people have the uncontrollable urge to pull scalp, facial, and body hair. Usually, when people get “trich” they tend to fight the urge to pull out their hair in the beginning, but later they think it’s satisfying so they keep doing it. Some symptoms include itchy areas where the victims pull hair, which makes them want to pull it all out. Sometimes, “trich” sufferers even eat the hair that they pulled out. Some also rub the hair all around their bodies because it makes them feel good. Research shows that people with “trich” also suffer from other disorders like depression and /or anxiety

Another factor in understanding “trich” is seen in the type of people that acquire this illness. First of all, “trich” tends to run in families. People who get trich when very young tend to fight it off without treatment. The older a person is, the worse the disease is. Women seem to get it more often than men, which is a mystery. Toddlers never get it. So it’s a little confusing. Although it is a very rare disease, anyone can suffer from “trich.”

There is no cure for “trich” yet but, people can get help by engaging in HRT (Habit Reverse Training), hypnotherapy and sometimes antidepressant medication. HRT has been pretty successful in curing people. People who go to HRT are usually asked to keep track of when they pull their hair. They keep a journal of the dates, times, locations, and the number of times they pull. After a while, they calm down and relax. Hypnotherapy also helps people calm down. Finally, antidepressants seem to only help some people.

Trichotillomania is a horrible disease. People who get it suffer greatly from it. They rip their hair, eat it, and rub it on their body. Having this impulse-control disorder can be nasty. Victims just can’t control it. Hopefully, one day we will find a cure for “trich.”

Resources

www.mayoclinic.com/health/trichotillomania/DS00895

www.trich.org

<http://www.webmd.com/anxiety-panic/guide/trichotillomania>

<http://en.wikipedia.org/wiki/Trichotillomania>

APPENDIX G

California Standards for the Visual and Performing Arts Pre-Kindergarten through Grade Five Visual and Performing Arts Scope and Sequence

The visual and performing arts standards presented here are comprehensive and provide the scope and sequence our schools will use to prepare curricula for students in pre-kindergarten through grade five. For the four disciplines of dance, music, theatre, and visual arts— each with its own body of knowledge and skills—the standards are organized into five strands that are woven throughout all artistic experiences.

Strand 1: Artistic Perception

Strand 2: Creative Expression

Strand 3: Historical Cultural Context

Strand 4: Aesthetic Valuing

Strand 5: Connections, Relations, and Applications.

DANCE CONTENT STANDARDS

DANCE PRE-KINDERGARTEN

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 Move in a variety of directed ways.
- 1.2 Imitate the movements shown.

Comprehension and Analysis of Dance Elements

- 1.3 Respond in movement to opposites (e.g., big/small, fast/slow, tight/loose, move/stop).

Development of Dance Vocabulary

- 1.4 Name the opposites in basic movements (e.g., big/small).

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 daily tasks and activities.
- 2.2 Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, and ball) with original movement.
- 2.3 Respond spontaneously to different types of music and rhythms.

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 play children's dance games from countries around the world.

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 Describe how everyday movements can be used in dance (e.g., walk quickly, stretch slowly).

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 Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.

DANCE KINDERGARTEN

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, and 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.

DANCE GRADE 1

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, and 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, and 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).

DANCE GRADE 2

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?).

Application of Choreographic Principles and Processes to Creating Dance

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).

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).

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 - 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 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).

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.

MUSIC CONTENT STANDARDS

MUSIC PRE-KINDERGARTEN

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 musical sounds and ideas.

Listen to, Analyze, and Describe Music

1.2 Identify the sources of a wide variety of sounds.

1.3 Use body movement to respond to dynamics and tempo.

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 Move or use body percussion to demonstrate awareness of beat and tempo.

2.2 Use the voice to speak, chant, and sing.

Compose, Arrange, and Improvise

2.3 Improvise simple instrumental accompaniments to songs, recorded selections, stories, and poems.

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.

Diversity of Music

3.1 Use a personal vocabulary to describe music from diverse cultures.

3.2 Use developmentally appropriate movements in responding to music from various genres and periods (rhythm).

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 in response to music.

4.2 Participate freely in musical activities.

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 learn about careers in and related to music.

Connections and Applications

5.1 Improvise songs to accompany games and playtime activities.

Careers and Career-Related Skills

5.2 Demonstrate an awareness of music as a part of daily life.

MUSIC – KINDERGARTEN

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.

MUSIC GRADE 1

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.

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.

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, 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.

MUSIC GRADE 4

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, chordophone, 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.

MUSIC GRADE 5

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.

THEATRE CONTENT STANDARDS

THEATRE PRE-KINDERGARTEN

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 *pretend*, *imagination*, *movement*, *puppetry*, and *audience*, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify characteristic movements and sounds of animate and inanimate objects.

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 call-and-response games.

Creation/Invention in Theatre

2.2 Engage in fantasy play, re-creating situations in familiar settings.

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 various theatrical experiences, such as live theatre, television, and puppetry.

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 as an audience member.

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 body, voice, and imagination to illustrate concepts in other movement and voice, for example, to reinforce vocabulary, such as *big*, *little*, *loud*, and *quiet*.

Careers and Career-Related Skills

5.2 Role-play adult professions, using creative dramatics and theatrical activities.

THEATRE KINDERGARTEN

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.

THEATRE GRADE 1

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.

Theatre Grade Two

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.

THEATRE GRADE 3

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.

THEATRE GRADE 4

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.

THEATRE GRADE 5

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.

VISUAL ARTS

PRE-KINDERGARTEN

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 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel.
- 1.2 Identify colors by name.
- 1.3 Name and describe objects by color and relative size.

2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks).
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints.

Communication and Expression Through Original Works of Art

- 2.4 Create a self-portrait.
- 2.5 Create a picture of a person.
- 2.6 Use colors to draw or paint a picture of everyday objects.
- 2.7 Create a three-dimensional form.

3.0 HISTORICAL AND CULTURAL CONTEXT - Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify art observed in daily life.
- 3.2 Describe pictorial objects that appear in works of art.

Diversity of the Visual Arts

- 3.3 Discuss art objects from various places and times.

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 what is seen in works of art.
- 4.2 Ask questions about works of art.

Make Informed Judgments

- 4.3 Discuss what they like about their own works of art.
- 4.4 Select works of art by others and tell what they like about them.

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 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs.
- 5.2 Name colors and draw an object, using the colors (e.g., *red* balloon, *green* leaf, *brown* dog, *yellow* sun).

Visual Literacy

- 5.3 Identify images of self, friends, and family (including snapshots and the students' own works of art).

Careers and Career-Related Skills

- 5.4 Discuss how art is used to illustrate stories.

VISUAL ARTS KINDERGARTEN

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.

VISUAL ARTS GRADE 1

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.

VISUAL ARTS GRADE 2

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).

VISUAL ARTS GRADE 3

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.

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 or 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.

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.

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.

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, and 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).

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.

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.

SCIENCE

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.

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.

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.

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.

SCIENCE

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.

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.

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.

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.

SCIENCE

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.

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.

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.

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.

SCIENCE

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.

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.

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).

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.

Content Standards Science – 5th Grade

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:

- Students know* that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
- Students know* all matter is made of atoms, which may combine to form molecules.
- 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.
- 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.
- 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.
- Students know* differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
- Students know* properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
- Students know* living organisms and most materials are composed of just a few elements.
- Students know* the common properties of salts, such as sodium chloride (NaCl).

Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

- Students know* many multi-cellular organisms have specialized structures to support the transport of materials.
- 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.
- 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.
- Students know* the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
- Students know* how sugar, water, and minerals are transported in a vascular plant.
- Students know* plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.
- Students know* plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

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:

- Students know* most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- 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.
- 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.
- 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.
- 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:

- Students know* uneven heating of Earth causes air movements (convection currents).
- Students know* the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
- Students know* the causes and effects of different types of severe weather.
- Students know* how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
- 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:

- 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.
- 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.
- Students know* the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

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:

- Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- Develop a testable question.
- Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- Identify the dependent and controlled variables in an investigation.
- 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.
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
- Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

APPENDIX 2.0

California Content Standards for Science for Kindergarten through Grade Five
Science Scope and Sequence for Kindergarten through Grade Five

Full Option Science System Kits (by Grade Levels)

Kindergarten

- Animals Two By Two
- Trees
- Wood and Paper

Grade 1

- Air & Weather
- Plants & Animals
- Solids & Liquids

Grade 2

- Balance & Motion
- Insects & Plants
- Pebbles, Sand & Silt

Grade 3

- Matter & Energy
- Structures of Life
- Sun, Moon & Stars

Grade 4

- Environments
- Magnetism & Electricity
- Solid Earth

Grade 5

- Living Systems
- Mixtures & Solutions
- Water Planet

California Content Science Standards for Kindergarten through Fifth Grade

Kindergarten

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.

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, and 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).

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.

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 1

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.

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.

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.

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 2

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.

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.

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.

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:
- Make predictions based on observed patterns and not random guessing.
 - Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
 - Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
 - Write or draw descriptions of a sequence of steps, events, and observations.
 - Construct bar graphs to record data, using appropriately labeled axes.
 - Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
 - Follow oral instructions for a scientific investigation

Grade 3

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
- Students know* energy comes from the Sun to Earth in the form of light.
 - Students know* sources of stored energy take many forms, such as food, fuel, and batteries.
 - Students know* machines and living things convert stored energy to motion and heat.
 - 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.
 - Students know* matter has three forms: solid, liquid, and gas.
 - Students know* evaporation and melting are changes that occur when the objects are heated.
 - 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.
 - Students know* all matter is made of small particles called atoms, too small to see with the naked eye.
 - 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:
- Students know* sunlight can be blocked to create shadows.
 - Students know* light is reflected from mirrors and other surfaces.
 - Students know* the color of light striking an object affects the way the object is seen.
 - Students know* an object is seen when light traveling from the object enters the eye.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
- Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
 - Students know* examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
 - 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.
 - Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
 - 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.

Earth Sciences

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
- 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.
 - Students know* the way in which the Moon's appearance changes during the four week lunar cycle.
 - 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.
 - Students know* that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
 - Students know* the position of the Sun in the sky changes during the course of the day and from season to season.

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:

- 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.
- 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.
- Use numerical data in describing and comparing objects, events, and measurements.
- Predict the outcome of a simple investigation and compare the result with the prediction.
- Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 4

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

- Students know* how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
- Students know* how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
- Students know* electric currents produce magnetic fields and know how to build a simple electromagnet.
- Students know* the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
- Students know* electrically charged objects attract or repel each other.
- Students know* that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
- Students know* electrical energy can be converted to heat, light, and motion.

Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- Students know* plants are the primary source of matter and energy entering most food chains.
 - 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.
 - 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:
- Students know* ecosystems can be characterized by their living and nonliving components.
 - 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.
 - Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
 - Students know* that most microorganisms do not cause disease and that many are beneficial.

Earth Sciences

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept

- Students know* how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
- 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:

- 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.
- Students know* natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
- 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).

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 5

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 (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
- 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 (NaCl).

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 multi-cellular 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).

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.

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.
- i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Math Scope and Sequence

Teacher Edition A	Primary Math Focuses	Math Concepts and Skills
Week 1	Classification and Data Collection	Attributes
Week 2	Number and Operations	Counting to 2
		Counting claps in sets of 3 (introduction of number patterns)
		Attributes
Week 3	Geometry and Spatial Sense	Shapes (matching)
		Introduction of lines
Week 4	Geometry and Spatial Sense	Repetition of shapes and lines
Week 5	Number and Operations	Counting concrete items
		One to one correspondence
Week 6	Number and Operations	Counting concrete items
		One to one correspondence
Week 7	Number and Operations	Counting concrete items
		One to one correspondence
Week 8	Geometry and Spatial Sense	Counting symbolic items
		One to one correspondence
Week 9	Classification and Data Collection	Review counting concrete items
		Review shape matching
Teacher Edition B		
Week 10	Geometry and Spatial Sense	Review lines (vertical and horizontal)
		Review shape recognition and matching
Week 11	Number and Operations	Counting 1-5 and checking
		Numeral recognition 1-5
Week 12	Geometry and Spatial Sense	Attributes (3 dimensional)
		Matching solids
Week 13	Number and Operations	Numerals 6-7
		Counting concrete items not in sight
		Review attributes
Week 14	Number and Operations	Counting 1 to 10
		Introduction of zero
		Review attributes
Week 15	Geometry and Spatial Sense	Review shapes (add rhombus and trapezoid)
Week 16	Patterns	Patterns
Week 17	Patterns	Patterns
		Adding on one
Week 18	Geometry and Spatial Sense	Review shapes
		Combining shapes

Teacher Edition C		
Week 19	Number and Operations	Counting
		Matching one to one
Week 20	Number and Operations	Number sequencing
		Review adding on one
		Review patterns
Week 21	Measurement	Measurement vocabulary and estimation
		Attributes
Week 22	Measurement	Measurement
Week 23	Geometry and Spatial Sense	Combining Shapes
		Visual memory
Week 24	Patterns	Review patterns
		Review matching shapes
		Review combining shapes
Week 25	Geometry and Spatial Sense	Number families (addition)
		Counting
Week 26	Number and Operations	Simple addition
Week 27	Geometry and Spatial Sense	Combining shapes
		Review lines
		Attributes
Teacher Edition D		
Week 28	Number and Operations	Review shapes
		Copying shapes
Week 29	Number and Operations	Review simple addition
		Counting
Week 30	Number and Operations	Simple subtraction
		Counting
Week 31	Number and Operations	Problem Solving
Week 32	Classification and Data Collection	Counting
		Creating sets
		Review simple addition
Week 33	Classification and Data Collection	Counting
		Creating sets
		Matching numbers and numerals
Week 34	Geometry and Spatial Sense	Matching numbers and numerals
		Estimating
Week 35	Geometry and Spatial Sense	Estimating
		Review shape matching
		Review combining shapes
Week 36	Geometry and Spatial Sense	Combining shapes
		Creating shapes with lines (toothpicks)
		Estimating

Literacy Scope and Sequence

Skills and Concepts	Rationale	Themes	Sample Program Strategies
Listening (Adams, et al., 2003) (Gunn et al, 1997) (Neuman, et al., 2000)	Children need to learn to listen before they are able to acquire other literacy skills. In the <i>DLM Express</i> children will: <ol style="list-style-type: none"> 1. expand their attention span to what is expected of four year olds (12 minutes), 2. listen for details, and 3. follow directions. 	Themes 1-4	*Games *Stories *Songs *Music and Movement Activities *Listening Tapes *Music CDs *Rhythm Band
Oral Language Development (Adams, 1994) (Gunn et al, 1997) (Neuman, et al., 2000) (Stahl, 1999) (Snow, 1998) Phonological Awareness (Gunn et al, 1997) (Neuman, et al., 2000) (Parker & Riley, 1994) (Stahl, 2002) (Stahl, 1999) (Snow, 1998) (Torgensen & Mathes, 1998)	Vocabulary: After children have perfected their listening skills, they are ready to learn vocabulary that will be needed for sound comprehension, i.e. <ol style="list-style-type: none"> 1. spatial relationships 2. positional words 3. attributes Sounds of Language: Children will be exposed to: <ol style="list-style-type: none"> 1. rhyming words 2. onomatopoeia, and 3. alliteration 	Themes 5-12	*Oral Language *Development Cards *Theme topics *Photo Library CD *Games *Songs *Stories *Phonological Awareness Activities
Comprehension (Adams, 1994) (Bieva, 1984) (Ellis & Brewster, 1991) (Garvie, 1990) (Mallan, 1991) (Morrow & Smith, 1990) (Neuman, et al., 2000) (Rixon, 1992)	Comprehension is enhanced when children have adequate working vocabularies. Children will: <ol style="list-style-type: none"> 1. retell stories in their own words, 2. re-enact stories, 3. answer questions that represent all 6 levels of Blooms taxonomy, 	Themes 13-24	*Sequence Cards *Action Stories *Flannel Board and *Prop Stories *Listening Stories

(Snow, 1998) (Teale & Sulzby. 1987)	<ol style="list-style-type: none"> 4. become familiar with traditional tales, 5. become familiar with nursery rhymes, and 6. create Venn diagrams. 		
Print Awareness (Adams, 1994) (Gunn et al., 1997) (Hiebert, 1988) (Morrow, 1990) (Neuman, et al., 2000) (Snow, 1991) (Snow, 1994) (van Kleeck, 1990)	<p>After children develop a sense of literacy they are able to understand the association between the spoken and the written word. Children will:</p> <ol style="list-style-type: none"> 1. write stories, 2. follow rebus directions, 3. brainstorm list, and 4. read along with books and charts. 	Theme 25-36	<ul style="list-style-type: none"> *Create and read charts *Label toys and games *Environmental print *Read-Along books
Letter Knowledge and Recognition (Adams, 1994) (Gunn, et al, 1997) (Hiebert & Papierz, 1990) (Neuman, et al., 2000) (Snow, 1991) (Snow, 1998) (van Kleeck, 1990)	Children are exposed to alphabet consistently and explicitly beginning Week 1 and carrying through Week 36.	<p>Themes 1-4: Full alphabet</p> <p>Themes 5-31: Focus on one letter per week following alphabetical order.</p> <p>Themes 32-36: Review</p>	<ul style="list-style-type: none"> *Make letters with play dough *Circle letters in written text *Make letters with their bodies *Copy letters with magnetic letters *Trace letters in sand *Trace letter with markers *Find letters in text *Matching games

Each of the skills and concepts listed above is taught and reviewed from the beginning of instruction (Week 1) to the end of instruction (Week 36). This chart delineates a logical progression of focus (intense study) on specific skills and concepts within the themes. It represents the scope and sequence of *The DLM Early Childhood Program*.

Narrative for ERF:

The *DLM Early Childhood Program* incorporates activities and experiences that support oral language development, phonological awareness/sensitivity, alphabet knowledge, and print awareness. The sequence of the program is as follows: weeks 1-4 focus on listening, weeks 5-12 focus on vocabulary building, weeks 13-24 focus on comprehension, and weeks 25-36 focus on print awareness, sight word recognition, and phonemic sensitivity. Letter knowledge and phonological awareness are addressed throughout the program. All skill areas are revisited and reinforced throughout the program.

Literacy Research

Framework for the Development of *The DLM Early Childhood Express*

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Summary of Research Findings-Philosophical Framework for DLM Express

- Experiences with print (through reading and writing) help preschool children develop an understanding of the conventions, purpose, and functions of print.
- Children learn how to attend to language and apply this knowledge to literacy situations by interacting with others who model language functions.
- Phonological awareness and letter recognition contribute to initial reading acquisition by helping children develop efficient word-recognition strategies (e.g., detecting pronunciations and storing associations in memory).
- Socioeconomic status does not contribute most directly to reading achievement. Rather, other family characteristics related to context are more explanatory such

- as academic guidance, attitude toward education, parental aspirations for the child, conversations in the home, reading materials in the home, and cultural activities.
- Storybook reading, as well as the nature of the adult-child interactions surrounding storybook reading, affects children's knowledge about, strategies for, and attitudes towards reading.

Current Research being conducted using *The DLM Early Childhood Express**

Early Reading First Grant—University of Mississippi
Early Reading First Grant—Round Rock ISD, Round Rock, TX
Early Reading First Grant—Navaho Head Start, Bluff, UT
CIRCLE Grant—Austin ISD, Austin, Texas
Texas Education Agency Grant-- Tri-County Head Start
Preschool Curriculum Evaluation Research Project, Learning Systems Institute;
Florida State University
Independent School District Funded Research-LA Unified School District

*This represents a partial list of the research studies

APPENDIX 2.0

California Physical Education Standards for Kindergarten through Grade Five Physical Education Scope and Sequence

Highlights of the Standards

The five overarching model content standards for elementary and middle school students are as follows:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

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.

In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

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 1

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 the direction a tossed object and a thrown object travel.

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 non-kicking 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 hyper flexing or hyper extending 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 2

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) and a stationary balance position after each 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 3

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 4

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 serves.
- 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, and hip flexors, triceps, back, shoulders, hip adductors, 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 in physical activities.

Grade 5

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.

APPENDIX 2.0

California Content Standards for Mathematics K-5

Kindergarten				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>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)</p> <p>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.</p> <p>1.2 Count, recognize, represent, name, and order a number of objects (up to 30).</p> <p>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</p> <p>2.0 Students understand and describe simple additions and subtractions:</p> <p>2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).</p> <p>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:</p> <p>3.1 Recognize when an estimate is reasonable.</p>	<p>1.0 Students sort and classify objects:</p> <p>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).</p>	<p>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:</p> <p>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).</p> <p>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).</p> <p>1.3 Name the days of the week.</p> <p>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).</p> <p>2.0 Students identify common objects in their environment and describe the geometric features:</p> <p>2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).</p> <p>2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).</p>	<p>1.0 Students collect information about objects and events in their environment:</p> <p>1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.</p> <p>1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.</p>	<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems and justify their reasoning:</p> <p>2.1 Explain the reasoning used and justify the procedures selected.</p> <p>2.2 Make precise calculations and check the validity of the results from the context of the problem.</p>

First Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>1.0 Students understand and use numbers up to 100:</p> <p>1.1 Count, read, and write whole numbers to 100.</p> <p>1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).</p> <p>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 $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).</p> <p>1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).</p> <p>1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.</p> <p>2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:</p> <p>2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.</p> <p>2.2 Use the inverse relationship between addition and subtraction to solve problems.</p>	<p>1.0 Students use number sentences with operational symbols and expressions to solve problems:</p> <p>1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.</p> <p>1.2 Understand the meaning of the symbols +, -, =.</p> <p>1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.</p>	<p>1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:</p> <p>1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.</p> <p>1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).</p> <p>2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:</p> <p>2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.</p> <p>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.</p> <p>2.3 Give and follow directions about location.</p> <p>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).</p>	<p>1.0 Students organize, represent, and compare data by category on simple graphs and charts:</p> <p>1.1 Sort objects and data by common attributes and describe the categories.</p> <p>1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.</p> <p>2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:</p> <p>2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).</p>	<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems and justify their reasoning:</p> <p>2.1 Explain the reasoning used and justify the procedures selected.</p> <p>2.2 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students note connections between one problem and another.</p>

Second Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:</p> <p>5.1 Solve problems using combinations of coins and bills.</p> <p>5.2 Know and use the decimal notation and the dollar and cent symbols for money.</p> <p>6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:</p> <p>6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).</p>				1

Second Grade

Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</p> <p>1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</p> <p>1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).</p> <p>1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.</p> <p>2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:</p> <p>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.</p> <p>2.2 Find the sum or difference of two whole numbers up to three digits long.</p> <p>2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.</p>	<p>1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:</p> <p>1.1 Use the commutative and associative rules to simplify mental calculations and to check results.</p> <p>1.2 Relate problem situations to number sentences involving addition and subtraction.</p> <p>1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number</p>	<p>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:</p> <p>1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.</p> <p>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.</p> <p>1.3 Measure the length of an object to the nearest inch and/ or centimeter.</p> <p>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).</p> <p>1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).</p> <p>2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:</p>	<p>1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:</p> <p>1.1 Record numerical data in systematic ways, keeping track of what has been counted.</p> <p>1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).</p> <p>1.3 Identify features of data sets (range and mode).</p> <p>1.4 Ask and answer simple questions related to data representations.</p> <p>2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:</p> <p>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).</p> <p>2.2 Solve problems involving simple number patterns.</p>	<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems and justify their reasoning:</p> <p>2.1 Explain the reasoning used and justify the procedures selected.</p> <p>2.2 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students note connections between one problem and another.</p>

Second Grade

Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>3.0 Students model and solve simple problems involving multiplication and division:</p> <p>3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.</p> <p>3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.</p> <p>3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.</p> <p>4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:</p> <p>4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).</p> <p>4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.</p>		<p>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.</p> <p>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).</p>		<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems and justify their reasoning:</p> <p>2.1 Explain the reasoning used and justify the procedures selected.</p> <p>2.2 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students note connections between one problem and another.</p>

First Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.</p> <p>2.4 Count by 2s, 5s, and 10s to 100.</p> <p>2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).</p> <p>2.6 Solve addition and subtraction problems with one-and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).</p> <p>2.7 Find the sum of three one-digit numbers.</p> <p>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:</p> <p>3.1 Make reasonable estimates when comparing larger or smaller numbers.</p>				

Third Grade

Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>1.0 Students understand the place value of whole numbers: 1.1 Count, read, and write whole numbers to 10,000.</p> <p>1.2 Compare and order whole numbers to 10,000.</p> <p>1.3 Identify the place value for each digit in numbers to 10,000.</p> <p>1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</p> <p>1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).</p> <p>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</p> <p>2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.</p> <p>2.3 Use the inverse relationship of multiplication and division to compute and check results.</p> <p>2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\hspace{1cm}}$).</p>	<p>1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:</p> <p>1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.</p> <p>1.2 Solve problems involving numeric equations or inequalities.</p> <p>1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \underline{\hspace{0.5cm}} 3 = 12$, what operational symbol goes in the blank?).</p> <p>1.4 Express simple unit conversions in symbolic form (e.g., $\underline{\hspace{0.5cm}}$ inches = $\underline{\hspace{0.5cm}}$ feet \times 12).</p> <p>1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).</p> <p>2.0 Students represent simple functional relationships:</p> <p>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).</p>	<p>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.</p> <p>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.</p> <p>1.3 Find the perimeter of a polygon with integer sides.</p> <p>1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).</p> <p>2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:</p> <p>2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</p> <p>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).</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>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).</p>	<p>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.</p> <p>1.2 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions:</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>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.</p>

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Third Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).</p> <p>2.6 Understand the special properties of 0 and 1 in multiplication and division.</p> <p>2.7 Determine the unit cost when given the total cost and number of units.</p> <p>2.8 Solve problems that require two or more of the skills mentioned above.</p> <p>3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:</p> <p>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 $1/4$).</p> <p>3.2 Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).</p>	<p>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).</p>	<p>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).</p> <p>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.</p> <p>2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).</p> <p>2.6 Identify common solid objects that are the components needed to make a more complex solid object.</p>		<p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>

Third Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>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.</p> <p>3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar, 75 cents is $\frac{3}{4}$ of a dollar).</p>				

Fourth Grade

Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>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:</p> <p>1.1 Read and write whole numbers in the millions.</p> <p>1.2 Order and compare whole numbers and decimals to two decimal places.</p> <p>1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</p> <p>1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.</p> <p>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 equivalents of fractions (see Standard 4.0).</p> <p>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 $.50$; $7/4 = 1\ 3/4 = 1.75$).</p>	<p>1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:</p> <p>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).</p> <p>1.2 Interpret and evaluate mathematical expressions that now use parentheses.</p> <p>1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.</p> <p>1.4 Use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$) to answer questions about quantities and their relationships.</p> <p>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.</p> <p>2.0 Students know how to manipulate equations:</p> <p>2.1 Know and understand that equals added to equals are equal.</p>	<p>1.0 Students understand perimeter and area:</p> <p>1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).</p> <p>1.2 Recognize that rectangles that have the same area can have different perimeters.</p> <p>1.3 Understand that rectangles that have the same perimeter can have different areas.</p> <p>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.</p> <p>2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:</p> <p>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).</p>	<p>1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:</p> <p>1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.</p> <p>1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.</p> <p>1.3 Interpret one-and two-variable data graphs to answer questions about a situation.</p> <p>2.0 Students make predictions for simple probability situations:</p> <p>2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).</p> <p>2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $3/4$).</p>	<p>1.0 Students make decisions about how to approach problems:</p> <p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p> <p>1.2 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions:</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>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.</p>

Fourth Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>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.</p> <p>1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").</p> <p>1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.</p> <p>2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:</p> <p>2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.</p> <p>2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.</p> <p>3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:</p>	<p>2.2 Know and understand that equals multiplied by equals are equal.</p>	<p>2.2 Understand that the length of a horizontal line segment equals the difference of the x- coordinates.</p> <p>2.3 Understand that the length of a vertical line segment equals the difference of the y- coordinates.</p> <p>3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:</p> <p>3.1 Identify lines that are parallel and perpendicular.</p> <p>3.2 Identify the radius and diameter of a circle.</p> <p>3.3 Identify congruent figures.</p> <p>3.4 Identify figures that have bilateral and rotational symmetry.</p> <p>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.</p>		<p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>

Fourth Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.</p> <p>3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.</p> <p>3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers.</p> <p>3.4 Solve problems involving division of multidigit numbers by one-digit numbers.</p> <p>4.0 Students know how to factor small whole numbers:</p> <p>4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).</p> <p>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.</p>		<p>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.</p> <p>3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.</p> <p>3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).</p>		

Fifth Grade

Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>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:</p> <p>1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.</p> <p>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.</p> <p>1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.</p> <p>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., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).</p> <p>1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.</p>	<p>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:</p> <p>1.1 Use information taken from a graph or equation to answer questions about a problem situation.</p> <p>1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.</p> <p>1.3 Know and use the distributive property in equations and expressions with variables.</p> <p>1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.</p> <p>1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.</p>	<p>1.0 Students understand and compute the volumes and areas of simple objects:</p> <p>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).</p> <p>1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.</p> <p>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.</p> <p>1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).</p> <p>2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:</p>	<p>1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:</p> <p>1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.</p> <p>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.</p> <p>1.3 Use fractions and percentages to compare data sets of different sizes.</p> <p>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.</p> <p>1.5 Know how to write ordered pairs correctly; for example, (x, y).</p>	<p>1.0 Students make decisions about how to approach problems:</p> <p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p> <p>1.2 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions:</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>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.</p>

Fifth Grade				
Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability	Mathematical Reasoning
<p>2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:</p> <p>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.</p> <p>2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.</p> <p>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.</p> <p>2.4 Understand the concept of multiplication and division of fractions.</p> <p>2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.</p>		<p>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).</p> <p>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.</p> <p>2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.</p>		<p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>

APPENDIX 2.0

California Content Standards for Kindergarten through Fifth Grade

Mathematics Scope and Sequence

Kindergarten

Kindergarten Quarter 1

AF 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).

NS 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):

NS 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.

NS 1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

Kindergarten Quarter 2

NS 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):

NS 1.1 Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.

NS 1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

NS 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

NS 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)

Kindergarten Quarter 3

NS 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):

NS 1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

NS 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

NS 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

NS 3.1 Recognize when an estimate is reasonable.

SDAP 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Kindergarten Quarter 4

MG 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

MG 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

MG 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.

MG 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).

MG 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).

MG 1.3 Name the days of the week.

MG 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).

SDAP 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

Math Scope and Sequence**Grade 1****Grade 1 Quarter 1**

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

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

NS 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 $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).

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

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

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

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

Grade 1 Quarter 2

NS 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 $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).

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

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

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

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

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

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

MG 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.

MG 2.3 Give and follow directions about location.

MG 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)

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

Grade 1 Quarter 3**Standards:**

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

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

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

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

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

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

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

NS 2.6 Solve addition and subtraction problems with one-and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$)

NS 2.7 Find the sum of three one-digit numbers.

NS 3.1 Make reasonable estimates when comparing larger or smaller numbers.

MG 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).

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

Grade 1 Quarter 4

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

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

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

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

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

Math Scope and Sequence**Grade 2****Grade 2 Quarter 1**

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

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

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

NS 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.

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

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

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

SDAP 1.4 Ask and answer simple questions related to data representations.

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

SDAP 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).

SDAP 2.2 Solve problems involving simple number patterns.

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

MG 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.

MG 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).

Grade 2 Quarter 2

NS 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.

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

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

NS 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands place.

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

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

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

SDAP 1.4 Ask and answer simple questions related to data representations

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

SDAP 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)

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

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

MG 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.
MG 1.3 Measure the length of an object to the nearest inch and/or centimeter.

Grade 2 Quarter 3

NS 4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.
NS 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
NS 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
MG 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.)
MG 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.)
AF 1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences
SDAP 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:
SDAP 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
SDAP 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
SDAP 1.3 Identify features of data sets (range and mode).
SDAP 1.4 Ask and answer simple questions related to data representations.
NS 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
NS 1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).
NS 1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.
NS 2.2 Find the sum or difference of two whole numbers up to three digits long.
NS 5.1 Solve problems using combinations of coins and bills.
NS 5.2 Know and use the decimal notation and the dollar and cent symbols for money.
SDAP 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).

Grade 2 Quarter 4

NS 2.2 Find the sum or difference of two whole numbers up to three digits long.
NS 3.0 Students model and solve simple problems involving multiplication and division:
NS 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.
NS 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
NS 3.3 Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.
SDAP 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
SDAP 1.4 Ask and answer simple questions related to data representations.
SDAP 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).
SDAP 2.2 Solve problems involving simple number patterns

Math Scope and Sequence

Grade 3

Grade 3 Quarter 1

NS 1.1 Count, read, and write whole numbers to 10,000.
NS 1.2 Compare and order whole numbers to 10,000.
NS 1.3 Identify the place value for each digit in numbers to 10,000.
NS 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
NS 1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).
NS 2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
MG 2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
MG 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).
MG 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).

MG 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, (right, obtuse, acute).

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

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

Grade 3 Quarter 2

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

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

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

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

NS 2.8 Solve problems that require two or more of the skills mentioned above.

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

AF 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?).

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

AF 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).

AF 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).

Grade 3 Quarter 3

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

AF 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?).

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

AF 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).

AF 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).

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

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

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

NS 2.8 Solve problems that require two or more of the skills mentioned above.

AF 1.4 Express simple unit conversions in symbolic form (e.g., $__$ inches = $__$ feet $\times 12$).

MG 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.

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

Grade 3 Quarter 4

NS 2.8 Solve problems that require two or more of the skills mentioned above

AF 1.4 Express simple unit conversions in symbolic form (e.g., $__$ inches = $__$ feet $\times 12$).

AF 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).

MG 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.

MG 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.

MG 1.3 Find the perimeter of a polygon with integer sides.

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

MG 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).

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

NS 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.

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

SDAP 1.1 Identify whether common events are certain, likely, unlikely, or improbable.

SDAP 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.

SDAP 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).

SDAP 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).

Math Scope and Sequence

Grade 4

Grade 4 Quarter 1

NS 1.1 Read and write whole numbers in the millions.

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

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

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

NS 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

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

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

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

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

AF 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).

AF 1.2 Interpret and evaluate mathematical expressions that now use parentheses.

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

Grade 4 Quarter 2

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

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

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

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

NS 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

MG 3.1 Identify lines that are parallel and perpendicular.

MG 3.2 Identify the radius and diameter of a circle.

MG 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.

MG 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.

MG 3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.

MG 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

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

NS 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 equivalents of fractions, (see Standard 4.0).

NS 1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or 0.50 ; $\frac{7}{4} = 1\frac{3}{4}$ or 1.75).

NS 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.

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

Grade 4 Quarter 3

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

NS 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

NS 2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

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

AF 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).

AF 2.0 Students know how to manipulate equations:

AF 2.1 Know and understand that equals added to equals are equal.

AF 2.2 Know and understand that equals multiplied by equals are equal.

AF 1.4 Use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$) to answer questions about quantities and their relationships.

MG 1.1 Measure the area of rectangular shapes by using appropriate units such as square centimeter (cm^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2)

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

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

MG 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

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

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

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

Grade 4 Quarter 4

AF 1.4 Use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$) to answer questions about quantities and their relationships.

AF 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.

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

MG 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).

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

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

MG 3.3 Identify congruent figures.

MG 3.4 Identify figures that have bilateral and rotational symmetry.

MG 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.

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

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

Math Scope and Sequence

Grade 5

Grade 5 Quarter 1

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

NS 1.3 Understand and compute positive integer powers of non-negative integers; compute examples as repeated multiplication.

NS 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.

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

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

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

Grade 5 Quarter 2

NS 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.

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

MG 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).

MG 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.

NS 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. $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).

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

NS 2.3 Solve simple problems, including ones arising in concrete situation, 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.

NS 2.4 Understand the concept of multiplication and division of fractions.

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

Grade 5 Quarter 3

MG 1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing each 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 pasting and cutting a right triangle on the parallelogram).

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

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

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

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

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

NS 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.

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

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

NS 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.

NS 1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions

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

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

SDAP 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.

SDAP 1.5 Know how to write ordered pairs correctly; for example, (x, y) .

Grade 5 Quarter 4

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

SDAP 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.

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

MG 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).

APPENDIX 2.0

K-2 ELD Writing Strategies and Applications Standards Map

ELD 1	ELD 2	ELD 3	ELD 4	ELD 5
WS1 Copy the English alphabet legibly.	WS1 Write simple sentences about events or characters from familiar stories read by the teacher.	WS1 Write short narrative stories that include the elements of setting and character.	WS1 Write short narrative stories that include the elements of setting, character and events.	WS1 Write short narrative that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).
WS2 Copy words posted and commonly used in the classroom.	WS2 Write simple sentences using key words posted and commonly used in the classroom (e.g. labels, numbers, names, days of the week, and months.e.g, "Today is Tuesday.")	WS2 Following a model, use the writing process to independently write short paragraphs of at least three lines.	WS2 Use the writing process to write short paragraphs that maintain a consistent focus.	WS2 Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.
WS3 Write a few words or phrases about an event or character from a story read by the teacher.	WS3 Write one to two simple sentences (e.g., "I went to the park.")	WS3 Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	WS3 Produce independent writing using consistent standard grammatical forms, but some rules may not be in evidence.	WS3 Produce independent writing using correct grammatical forms.
WS4 Write a phrase or simple sentence about an experience generated from a group story.	WS4 (no descriptor at this level)	WS4 Write simple sentences appropriate for language arts and other content areas (e.g.,math, science, social studies).	WS4 Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g.,math, science, social studies).	WS4 Write short narratives that describe the setting, character, objects and events.
WS5 (no descriptor at this level)	WS5 (no descriptor at this level)	WS5 Write a friendly letter of a few lines.	WS5 Write a formal letter.	WS5 (no descriptor this level)

ELD Portfolio Assessment Procedures

- Analyze the writing sample using the ELD Scoring Guide.
- Decide on a score for each standard assessed.

On the ELD Scoring Label: Write the student's ELD level and circle the grade level. Record the score for each ELD standard assessed.

ELD Portfolio Scoring Guide	
4 Advanced Progress	Consistently exceeds the individual standard.
3 Average Progress	Meets the individual standard.
2 Partial Progress	Demonstrates some progress in the individual standard.
1 Limited Progress	Demonstrates little or no progress in the individual standard.

K-2 ELD Writing Conventions Standards Map

ELD 1	ELD 2	ELD 3	ELD 4	ELD 5
WC1 Use capital letters when writing own name.	WC1 Use capital letters to begin sentences and proper nouns.	WC1 Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	WC1 Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	WC1 Produce writing that demonstrates a command of the conventions of standard English.
WC2 (no descriptor at this level)	WC2 Use a period or question mark at the end of a sentence.	WC2 Use standard word order but may have some inconsistent grammatical forms (e.g. subject/verb without inflections)	WC2 Use standard word order with some inconsistent grammar forms (e.g. subject/verb agreement)	WC2 Use complete sentences and correct word order.
WC3 (no descriptor at this level)	WC3 Edit writing for basic conventions (e.g. capital letters and periods) and make some corrections.	WC3 (no descriptor at this level)	WC3 Edit writing for some conventions (e.g. capital letters and periods).	WC3 Use correct parts of speech, including correct subject/verb agreement
WC4 (no descriptor at this level)	WC4 (no descriptor at this level)	WC4 (no descriptor at this level)	WC4 Spell three- and four-letter short vowel words and grade-level appropriate sight words correctly.	WC4 Edit writing for punctuation, capitalization, and spelling.
WC5 (no descriptor at this level)	WC5 (no descriptor at this level)	WC5 (no descriptor at this level)	WC5 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	WC5 (no descriptor at this level)

ELD Portfolio Assessment Procedures

- Analyze the writing sample using the ELD Scoring Guide.
- Decide on a score for each standard assessed.

On the ELD Scoring Label: Write the student's ELD level and circle the grade level. Record the score for each ELD standard assessed.

ELD Portfolio Scoring Guide

4 Advanced Progress **Consistently exceeds** the individual standard.

3 Average Progress **Meets** the individual standard.

2 Partial Progress **Demonstrates some progress** in the individual standard.

1 Limited Progress **Demonstrates little or no progress** in the individual standard.

APPENDIX 2.0

K-2nd Grade ELD Reading Comprehension Standards Map

ELD 1	ELD 2	ELD 3	ELD 4	ELD 5
<p>RC1</p> <p>Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g. matching objects, pointing to an answer, drawing pictures).</p>	<p>RC1</p> <p>Use the content of a story to draw logical inferences.</p>	<p>RC1</p> <p>Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.</p>	<p>RC1</p> <p>Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.</p>	<p>RC1</p> <p>Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources).</p>
<p>RC2</p> <p>Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.</p>	<p>RC2</p> <p>Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.</p>	<p>RC2</p> <p>Read and use simple sentences to orally respond to stories by answering factual comprehension questions.</p>	<p>RC2</p> <p>Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.</p>	<p>RC2</p> <p>Locate and use text features such as title, table of contents, chapter headings, diagrams and index.</p>
<p>RC3</p> <p>Draw pictures from student's own experience related to a story or topic (e.g. community in social studies).</p>	<p>RC3</p> <p>Draw and label pictures related to a story topic or own experience.</p>	<p>RC3</p> <p>Write captions of words or phrases for drawings related to a story.</p>	<p>RC3</p> <p>Write a brief story summary (three or four complete sentences).</p>	<p>RC3</p> <p>(Not assessed at this level)</p>
<p>RC4</p> <p>Understand and follow simple one-step directions for classroom or work-related activities.</p>	<p>RC4</p> <p>Understand and follow simple two-step directions for classroom or work-related activities.</p>	<p>RC4</p> <p>Understand and follow some multi-step directions for classroom related activities.</p>	<p>RC4</p> <p>Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.</p>	<p>RC4</p> <p>(Not assessed at this level)</p>
<p>RC5</p> <p>Identify the basic sequence of events in stories read to them, using key words or pictures.</p>	<p>RC5</p> <p>Orally identify the basic sequence of text read to them using key words or phrases.</p>	<p>RC5</p> <p>While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.</p>	<p>RC5</p> <p>Read and use basic text features such as title, table of contents, and chapter headings.</p>	<p>RC5</p> <p>(Not assessed at this level)</p>

K-2nd Grade ELD Literary Response and Analysis Standards Map

ELD 1	ELD 2	ELD 3	ELD 4	ELD 5
RL1 Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	RL1 Orally respond to stories by answering factual comprehension questions, using simple sentences.	RL1 Read simple poetry and respond to factual comprehension questions using simple sentences.	RL1 Read short poems and orally identify the basic elements (e.g. rhythm and rhyme).	RL1 Read and respond both orally and in writing to variety of children's literature.
RL2 Draw pictures related to a work of literature identifying setting and characters.	RL2 Orally identify setting and characters using simple sentences and vocabulary.	RL2 Use expanded vocabulary and descriptive words for oral and written responses to simple texts.	RL2 Read and orally identify literary elements of plot, setting, and characters.	RL2 Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).
RL3 (Not assessed at this level)	RL3 Recite simple poems.	RL3 (Not assessed at this level)	RL3 Read and identify beginning, middle, and end of a story.	RL3 Compare and contrast literary elements of different authors.

ELD Portfolio Assessment Procedures

- Analyze the writing sample using the ELD Scoring Guide.
- Decide on a score for each standard assessed.

On the ELD Scoring Label: Write the student's ELD level and circle the grade level. Record the score for each ELD standard assessed.

ELD Portfolio Scoring Guide

4 Advanced Progress **Consistently exceeds** the individual standard.

3 Average Progress **Meets** the individual standard.

2 Partial Progress **Demonstrates some progress** in the individual standard.

1 Limited Progress **Demonstrates little or no progress** in the individual standard.

LISTENING AND SPEAKING STRATEGIES AND APPLICATIONS STANDARDS

ELD 1	ELD 2	ELD 3	ELD 4	ELD 5
LS 1 Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	LS 1 Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns (he/she)).	LS 1 Be understood when speaking, using consistent standard English grammatical forms and sounds, however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	LS 1 Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	LS 1 Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.
LS 2 Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.”, “You’re welcome.”).	LS 2 Orally communicate basic needs (e.g., “May I get a drink?”).	LS 2 Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	LS 2 Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	LS 2 Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.
LS 3 Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	LS 3 Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	LS 3 Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	LS 3 Retell stories in greater detail including characters, setting, and plot.	LS 3 Narrate and paraphrase events in greater detail, using more extended vocabulary.
LS 4 Answer simple questions with one- to two-word responses.	LS 4 Ask and answer questions using phrases or simple sentences.	LS 4 Ask and answer instructional questions using simple sentences.	LS 4 Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”)	LS 4 Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).
	LS 5 Recite familiar rhymes, songs, and simple stories.	LS 5 Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	LS 5 Listen attentively to stories/information, and orally identify key details and concepts.	LS 5 Listen attentively to stories/information on new topics, and identify both orally and in writing key details and concepts.
			LS 6 Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	LS 6 Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.

ELD Portfolio Assessment Procedures

- Analyze the writing sample using the ELD Scoring Guide.
 - Decide on a score for each standard assessed.
- On the ELD Scoring Label: Write the student’s ELD level and circle the grade level.
Record the score for each ELD standard assessed.

ELD Portfolio Scoring Guide

- 4** Advanced Progress **Consistently exceeds** the individual standard.
- 3** Average Progress **Meets** the individual standard.
- 2** Partial Progress **Demonstrates some progress** in the individual standard.
- 1** Limited Progress **Demonstrates little or no progress** in the individual standard.

Appendix 2.0

History-Social Science Scope and sequence

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.

Grade 1 - 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.

Grade 2 - 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.

Grade 3 - 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.

Grade 4 - 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.

Grade 5 - 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.

Appendix 2.0

KINDERGARTEN

History and Social Science Standards

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.

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.

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.

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.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

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 1

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."

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.

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.

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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.

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 2

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).

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.

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.

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).

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 3

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).

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.

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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.

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.).

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 4

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.

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.

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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.

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.

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).

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 5

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.

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 Vázquez 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.

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4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

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 intertribal 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).

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.

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).

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.

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.

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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").

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.

5.9 Students know the location of the current 50 states and the names of their capitals.

APPENDIX F

California Health Standards Kindergarten through Fifth Grade Health Scope and Sequence

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

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

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.

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.

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 1

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.⁴
- 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

- 4.1.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
- 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.

⁴ See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

⁵ *EC* Section 49330.

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.

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 2

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.
- 1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- 1.12.M 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 3

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 4

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.
- 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

- 3.1.S Identify accurate sources of information about injury prevention and safety.
- 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.

⁶ See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

- 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 5

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 Health⁷**Standard 1: Essential Concepts**

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 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 blood borne communicable diseases.

Standard 8: Health Promotion

Skills for this content area are not identified until grades seven and eight.

⁷ Education Code (EC) Section 51933(a)(b)(c).

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.

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California English Language Development Standards for Kindergarten through Grade Twelve ELD Scope and Sequence

The English-language development standards are designed to supplement the English-language arts content standards to ensure that English learners develop proficiency in the English language as well as the concepts and skills contained in the English-language arts content standards. These standards define what English learners in California public schools must know and be able to do as they progress toward full fluency in English and proficiency in state English-language arts standards.¹

The following overall performance level descriptors describe the competencies associated with each performance level. These performance level descriptors characterize what English learners at each performance level know and can do.¹

Beginning — English learners performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — English learners performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate — English learners performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — English learners performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced — English learners performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

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English Language Arts Scope and Sequence

Pre-Kindergarten Language Arts

Instructional Materials:

Learning Outcomes: By the end of Pre-Kindergarten, students will have developed basic learning foundations competencies of language, literacy learning and development to become ready for kindergarten and become fluent communicators and readers.

Reading:

- Students display appropriate book-handling behaviors and knowledge of print conventions
- Students develop age-appropriate phonological awareness
- Students orally blend onsets, rimes, and phonemes
- Students recognize the first letter of their name or other common words in print
- Students demonstrate understanding of age appropriate text read aloud.
- Students demonstrate motivation for literacy activities.

Writing

- Children demonstrate emergent writing skills

Listening and Speaking

- Children understand and use language to communicate with others

Kindergarten Language Arts

Instructional Materials: OCR 2002 with all components, ELD “Into English” and Photo Libraries, Core Literature, Leveled Phonics Readers,

Reading

- Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences
- Students will participate in developmentally appropriate differentiated activities to learn about letters, words, and sounds
- Students will identify the basic facts and ideas in what they have read, heard, and or viewed
- Students will listen to and respond to stories based on well-known characters, themes, plots, and settings
- Students will practice and model appropriate rhyming and oral blending, demonstrate knowledge of high frequency words, and will participate in developmentally appropriate multi-leveled activities to learn about letters, words, and sounds
- Students retell stories, ask questions, and make predictions about story content and connect stories to real life events
- Students will become familiar with various genre of literature containing elements of plot, characters, themes, conflict resolution, and raise value issues

Writing

- Students will write words and brief sentences that are legible
- Students will compose their own sentences using their own vocabulary and sight words.

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- Students will begin to write words and ideas using Thinking Maps and apply them to their journals
- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions
- Students perform class plays, oral poetry and rhymes
- Students sing songs related to events, people, places and cultures

Listening and Speaking

- Students will listen and respond to oral communication. They will speak in clear and coherent sentences
- Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies
- Students will share about their own personal experiences, retell simple stories, and make connection to prior experiences

First Grade Language Arts

Instructional Materials: OCR Phonics book, OCR Comprehension book, OCR Re-teach book, OCR Challenge book, OCR Anthologies, OCR Decodables, OCR Big Books, Standards-based ELD “Into English”

Scope and Sequence: California State English Language Framework; SRA Open Court curriculum (K-5)

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and work parts. They will apply this knowledge to achieve fluent oral and silent reading
- Students will read and understand grade-level appropriate material. They will draw upon a variety of comprehension strategies as needed
- Students will identify specialized work performed by people in the community related to manufacturing, transporting, and marketing of goods and services
- Students will understand the elements of fairness, sportsmanship, and respecting the right and opinions of others
- Students will read and respond to a wide variety of significant works of children’s literature.
- Students will distinguish between the structural features of the text and the literary terms or elements

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose
- Students will progress through the stages of writing process through the use of Thinking Maps and journal writing
- Students will write compositions that describe and explain familiar objects, events, and experiences
- Students will understand the significance of cultural holidays and events, and the

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achievements and accomplishments of people through their own writing and engaging with literature

- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing
- Student writing will demonstrate a command of Standard English, drafting, research, and organization strategies
- Students will demonstrate mastery of writing conventions, applications and strategies by producing a research thesis

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriately aligned to grade level standards and the Open Court reading curriculum
- Students will use maps to locate their community, California, and the United States
- Students will construct simple maps using cardinal directions
- Students will study various modes of transportation used in the past to recognize how people, places and events have changed over time

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication
They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation
- Students will deliver brief recitations and oral presentations about familiar experiences and interests that are organized around a coherent thesis statement
- Students will give a brief oral presentation connected to their research project
- Students will discuss and dramatize stories to understand moral teachings and determine what the stories teach about culture, beliefs, traditions and ceremonies
- Students speaking will demonstrate a command of Standard English and organizational and delivery strategies

Second Grade Language Arts

Instructional Material: Open Court Reading 2002, Unit Assessment, ELD “Into English”, standards-based teacher-created materials, grade level developed projects and assessments

Reading

- Students will understand the basic features of learning to read as well as components that assist one to read to learn. They will select letter patterns and know how to translate them into spoken language by using phonics blending, syllabication, and word parts. They will use fluency as a bridge to comprehension
- Students will comprehend grade-level appropriate text using a variety of strategies including prediction, summarization, contextual clues, analyzing, synthesizing, and use of prior knowledge
- Students will respond to a variety of significant works of children’s literature.
- Students will distinguish between the structural features of the text and the literary terms or elements

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose.

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- Students will progress through the stages of the writing process utilizing Thinking Maps and journal writing
- Students will write compositions that describe and explain familiar objects, events, and experiences
- Student writing will demonstrate a command of Standard English and drafting, research, and organizational strategies
- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing
- Students will demonstrate mastery of writing conventions, applications and strategies by producing a research thesis

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions aligned to grade level standards and Open Court reading curriculum

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation
- Students will give a brief oral presentation connected to their research project
- Students will deliver brief recitations and oral presentations about familiar experiences and interests that are organized around a coherent thesis statement. Students speaking will demonstrate a command of Standard English and organization and delivery strategies

Third Grade Language Arts

Instructional Materials: Open Court Reading 2002, Core Literature Collection, Vocabulary and Spelling Workbooks for OCR 2002, OCR Reteach, and OCR Challenge; standards-based teacher-created materials, grade level developed projects and assessments, ELD “Into English”.

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading
- Students will understand grade-level appropriate material. They will draw upon a variety of comprehension strategies, such as inferencing, comparing and contrasting, drawing conclusions, and author’s point-of-view
- Students will respond to a wide variety of significant works of children’s literature and literature in the Open Court reading curriculum. They will distinguish between the structural features of the text and the literary terms or elements

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose
- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor

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their writing

- Students will progress through the stages of the writing process
- Students will write compositions that describe and explain familiar objects, events, and experiences
- Students will use Thinking Maps and journals to organize and write about familiar events and experiences
- Students will demonstrate their ability to write in forms such as narrative, expository, literary response, and descriptive
- Students will demonstrate mastery of writing conventions, applications and strategies by producing a research thesis
- Student's writing will demonstrate a command of Standard English and drafting, research, and organizational strategies

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions aligned with grade level standards and the Open Court reading curriculum

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication
They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement
- Students will give a brief oral presentation connected to their research project
- Students speaking will demonstrate a command of Standard English conventions aligned with grade level standards and the Open Court reading curriculum

Grade Four Language Arts

Instructional Materials: Open Court Reading 2002, Core Literature Collection, Journals, standards-based teacher-created materials, grade level developed projects and assessments, Writing Portfolios, ELD "Into English"

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading
- Students will be provided with a variety of literature and selected reading materials to improve their acquisition of fluency and comprehension skills
- Students will read, understand, and respond grade-level appropriate material and literature in narrative and expository forms. They will draw upon a variety of comprehension strategies such as inferencing, comparing and contrasting, drawing conclusions, and author's point-of-view
- Students will respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms of elements

Writing

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- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose
- Students will progress through the stages of the writing process and write in a variety of forms such as expository, narratives, informational, and response to literature,
- Students will utilize Thinking Maps as a tool to plan and organize their writing
- Students will write compositions that describe and explain familiar objects, events, and experiences
- Student's writing will demonstrate a command of Standard English and drafting, research, and organizational strategies.
- Students will demonstrate mastery of writing conventions, applications and strategies by producing a research thesis
- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions aligned to grade level standards and the Open Court reading curriculum

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication
They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation
- Students will give a brief oral presentation connected to their research project
- Students will deliver recitations and oral presentations about familiar experiences and interests that are organized around a coherent thesis statement. Student's speaking will demonstrate a command of Standard English and organization and delivery strategies

Fifth Grade Language Arts

Instructional Materials: Open Court Reading 2002, Core Literature Collection, Writing Portfolios, Journals, standards-based teacher-created materials, grade level developed projects and assessments, ELD "Into English"

Reading

- Students will 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
- Students will comprehend grade-level material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose
- Students will read and respond to historically and culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works

Writing

- Students will write clear, coherent and focused essays. Their writing will exhibit the student's awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions
- Students will progress through the stages of the writing process
- Students will utilize Thinking Maps as a tool to plan and organize their writing

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- Students will write narrative, expository, persuasive, and descriptive texts
- Student writing will demonstrate a command of Standard English and research, organizational and drafting strategies
- Students will demonstrate mastery of writing conventions, applications and strategies by producing a research thesis
- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions aligned to grade level standards and the Open Court reading curriculum

Listening and Speaking

- Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication utilizing a rubrics and criteria charts
 - Students will give a brief oral presentation connected to their research thesis.
 - Students will deliver well-organized formal presentations employing traditional rhetorical strategies
 - Student's speaking will demonstrate a command of Standard English and organizational and delivery strategies
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California State Content Standard for Kindergarten through Grade Five English Language Arts

Kindergarten

Instructional Materials: OCR 2002 with all components, ELD “Into English” and Photo Libraries, Core Literature, Leveled Phonics Readers,

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

Phonemic Awareness

Decoding and Word Recognition

Vocabulary and Concept Development

2.0 Reading Comprehension

Structural Features of Informational Materials

Comprehension and Analysis of Grade-Level-Appropriate Text

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

1.0 Writing Strategies

Organization and Focus

Penmanship

1.0 Written and Oral English Language Conventions

Sentence Structure

Spelling

1.0. Listening and Speaking Strategies

Comprehension

2.0. Speaking Applications (Genres and Their Characteristics)

First Grade

Instructional Materials: OCR Phonics book, OCR Comprehension book, OCR Re-teach book, OCR Challenge book, OCR Anthologies, OCR Decodables, OCR Big Books, Standards-based ELD “Into English”

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

Phonemic Awareness
Decoding and Word Recognition
Vocabulary and Concept Development

2.0 Reading Comprehension
Structural Features of Informational Materials
Comprehension and Analysis of Grade-Level-Appropriate Text

3.0 Literary Response and Analysis
Narrative Analysis of Grade-Level-Appropriate Text

1.0 Writing Strategies
Organization and Focus
Penmanship

2.0 Writing Applications (Genres and Their Characteristics)
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.

1.0 Written and Oral English Language Conventions
Sentence Structure
Grammar
Punctuation
Capitalization
Spelling

1.0 Listening and Speaking Strategies
Comprehension
Organization and Delivery of Oral Communication

2.0 Speaking Applications (Genres and Their Characteristics)

Second Grade

Instructional Material: Open Court Reading 2002, Unit Assessment, ELD “Into English”, standards-based teacher-created materials, grade level developed projects and assessments

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Decoding and Word Recognition
Vocabulary and Concept Development

2.0 Reading Comprehension

Structural Features of Informational Materials

Comprehension and Analysis of Grade-Level-Appropriate Text

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

1.0 Writing Strategies

Organization and Focus

Penmanship

Research

Evaluation and Revision

2.0 Writing Applications (Genres and Their Characteristics)

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.

1.0 Written and Oral English Language Conventions

Sentence Structure

Grammar

Punctuation

Capitalization

Spelling

1.0 Listening and Speaking Strategies

Comprehension

Organization and Delivery of Oral Communication

2.0 Speaking Applications (Genres and Their Characteristics)

Third Grade

Instructional Materials: Open Court Reading 2002, Core Literature Collection, Vocabulary and Spelling Workbooks for OCR 2002, OCR Reteach, and OCR

Challenge; standards-based teacher-created materials, grade level developed projects and assessments, ELD “Into English”.

1.0 Word Analysis, Fluency, and Systematic Vocabulary

Development

Decoding and Word Recognition

Vocabulary and Concept Development

2.0 Reading Comprehension

Structural Features of Informational Materials

Comprehension and Analysis of Grade-Level-Appropriate Text

3.0 Literary Response and Analysis

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

1.0 Writing Strategies

Organization and Focus

Penmanship

Research

Evaluation and Revision

2.0 Writing Applications (Genres and Their Characteristics)

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.

1.0 Written and Oral English Language Conventions

Sentence Structure

Grammar

Punctuation

Capitalization

Spelling

1.0 Listening and Speaking Strategies

Comprehension

Organization and Delivery of Oral Communication

Analysis and Evaluation of Oral and Media Communications

2.0 Speaking Applications (Genres and Their Characteristics)

Fourth Grade

Instructional Materials: Open Court Reading 2002, Core Literature Collection, Journals, standards-based teacher-created materials, grade level developed projects and assessments, Writing Portfolios, ELD “Into English”

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

Vocabulary and Concept Development

2.0 Reading Comprehension

Structural Features of Informational Materials

Comprehension and Analysis of Grade-Level-Appropriate Text

3.0 Literary Response and Analysis

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

1.0 Writing Strategies

Organization and Focus

Penmanship

Research and Technology

Evaluation and Revision

2.0 Writing Applications (Genres and Their Characteristics)

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.

1.0 Written and Oral English Language Conventions

Sentence Structure

Grammar

Punctuation

Capitalization

Spelling

1.0 Listening and Speaking Strategies

Comprehension

Organization and Delivery of Oral Communication

Analysis and Evaluation of Oral Media Communication

2.0 Speaking Applications (Genres and Their Characteristics)

Fifth Grade

Instructional Materials: Open Court Reading 2002, Core Literature Collection, Writing Portfolios, Journals, standards-based teacher-created materials, grade level developed projects and assessments, ELD “Into English”

1.0 Word Analysis, Fluency, and Systematic Vocabulary

Development

Word Recognition

Vocabulary and Concept Development

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

Comprehension and Analysis of Grade-Level-Appropriate Text

Expository Critique

3.0 Literary Response and Analysis

Structural Features of Literature

Narrative Analysis of Grade-Level-Appropriate Text

Literary Criticism

1.0 Writing Strategies

Organization and Focus

Research and Technology

Evaluation and Revision

2.0 Writing Applications (Genres and Their Characteristics)

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:
- Demonstrate an understanding of a literary work.
 - Support judgments through references to the text and to prior knowledge.
 - Develop interpretations that exhibit careful reading and understanding.
- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
- Frame questions that direct the investigation.
 - Establish a controlling idea or topic.
 - Develop the topic with simple facts, details, examples, and explanations.
- 2.4 Write persuasive letters or compositions:
- State a clear position in support of a proposal.
 - Support a position with relevant evidence.
 - Follow a simple organizational pattern.
 - Address reader concerns.

1.0 Written and Oral English Language Conventions

Sentence Structure

Grammar

Punctuation

Capitalization

Spelling

1.0 Listening and Speaking Strategies

Comprehension

Organization and Delivery of Oral Communication

Analysis and Evaluation of Oral and Media Communications

2.0 Speaking Applications (Genres and Their Characteristics)

APPENDIX 2.1

Character Counts! Six Pillars of Character

Trustworthiness

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

Respect

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

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness

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

Caring

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

Citizenship

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

APPENDIX 5.0

Sample Regular Day Bell Schedule

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	11:40	12:20	2:22
1 st & 2 nd Grade	8:10	10:10	10:30	12:00	12:40	2:32
3 rd Grade	8:10	10:10	10:30	12:30	1:10	2:32
4 th and 5 th Grade	8:10	10:30	10:50	12:30	1:10	2:32

Sample Banked Day Bell Schedule

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	11:40	12:20	1:22
1 st & 2 nd Grade	8:10	10:10	10:30	12:00	12:40	1:32
3 rd Grade	8:10	10:10	10:30	12:30	1:10	1:32
4 th and 5 th Grade	8:10	10:30	10:50	12:30	1:10	1:32

APPENDIX 2.2

Executive Summary of Education Proposal

The outcome of this technology based proposal is to significantly improve student performance. It also effectively and immediately more than doubles the number of credentialed teachers serving poor and minority students in low performing schools.

This innovative approach, piloted in partnership with the University of Southern California, taps into the expanding population of homebound teachers, a national treasure trove of untapped, credentialed teaching talent that has demonstrated the ability to appreciably improve public education everywhere.

Progressive Learning has a twelve year success record which includes a year 2000 *Smithsonian Award* nomination for its work in elevating test scores for English language learners, special education, at-risk, and gifted students. The program was selected by the College Board Forum in 2003 as a model of a successful partnership between a university, a middle school, and a private entity, to improve academic performance. In addition to national acclaim the program is the subject of two documentaries regarding innovative approaches to education. This model has successfully served approximately 8,000 students to date as an official provider of Supplemental Educational Services for the states of California, New York, Illinois, Florida, and Arizona.

How the program works:

- Students attend traditional classrooms 2 days per week learning basic and advanced concepts. They receive 3 days of skill building instruction and concept reinforcement in their school computer lab. This program more than doubles the teaching capacity of qualified teachers by allowing them to serve additional students during the 3 days per week when students are in their lab sessions.
- Students work asynchronously one-on-one, under the direction of Academic Coaches (Teacher / Mentors) with whom they are connected on-line.
- Each Coach is an experienced credentialed teacher as well as a talented mentor. They are connected on-line with students at their respective schools.
- Each site is managed by attending On-Site Instructors, hired, trained, and supervised by Progressive Learning. The On-Site Instructors are typically hired from a list of candidates recommended by the site Principal.
- The program features a nontraditional, motivational approach that provides students with constructive feedback and then encourages them to strive for success. One-on-one instruction employs mastery based interactive software. Diagnostic and prescriptive testing is included as well as the ability to customize the curriculum to meet individual requirements. Greater critical thinking, communication, and computer skills are important collateral benefits gained by students.

Each participating school gets to have its labs fully operational and providing state of the art technology based instruction, contrary to what we find in most schools today. These learning labs do indeed become "Classrooms for the 21st Century."

APPENDIX

Theory of Action for the Progressive Learning Program by Dr. Curtis Jones

According to Richard Elmore of Harvard University, there are only three mechanisms through which we can improve student learning. To improve learning we must improve the skill and knowledge of our teachers, improve the quality of the curricula, and increase the level of student engagement.¹ All changes to the overall learning in a school district must happen through changes in these three aspects of education. Termed the instructional core by Dr. Elmore, these three aspects of the education system are becoming increasingly difficult to maintain and improve upon. However, without fundamental improvements to the current education system we will continue to have large numbers of students dropping out of school and larger numbers of students graduating school without the skills necessary to compete for jobs in the global economy.

The Progressive Learning Program is an empirically validated program designed to fundamentally improve the instructional core through a simple instructional model. Students receive computer-based, individualized reading and math instruction while also receiving one-on-one academic coaching from an experienced teacher. This seemingly simple program changes all three aspects of the instructional core of education simultaneously and results in new skill acquisition, improved grades, and increased achievement. In a recent evaluation of the Progressive Learning *After-School* Program conducted by the Chicago Public schools, students receiving approximately 30 hours of combined reading and math instruction through Progressive Learning gained approximately 10% more on state reading and math tests than matched students who did not participate.² Moving the program to the regular-school day will provide students with a much greater dosage of the Progressive Learning Program and a corresponding increase in benefit to students.

The Progressive Learning Program improves the quality of curriculum

The Progressive Learning Program uses the highest quality online, computer-based curriculum available. Online learning has grown in popularity with the increased availability of computer technology. It has not only been validated as an effective method of instruction, but recent evidence has even shown that overall, it is more effective than face-to-face instruction.³ Progressive Learning selects its online curriculum with the following criteria:

- It must have a demonstrated record of effectiveness.
- It must be state of the art. The curriculum must incorporate new evidence-based theories of learning into its design.
- It must be aligned to state standards.
- It must be engaging to students. Students must be excited to use the curriculum to learn.
- It must provide a unique educational experience to students. The curriculum must teach students using unique methods from what is used in their typical classrooms.

¹ Elmore, R. (2008). *Improving the Instructional Core*. Available online at: www.iowa.gov/educate/ecpd/index.php?option=com_docman&task=doc_download&gid=15

² Jones, C. (2009). The 2008 Supplemental Educational Services Program: Year 5 Summative Report. Available online at: <http://research.cps.k12.il.us/cps/accountweb/Evaluation>

³ Dept of Education (2009). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. Available online at <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

- It must have a comprehensive management technology built in to the system. This allows Progressive Learning to monitor system usage and ensure that fidelity to the program model is being maintained.
- It must have a low computer system requirement. This requirement ensures that it can be implemented across all different school settings.
- It must be adaptive. This may be the most important aspect of the Progressive model in that students are provided a differentiated educational experience. Individualized plans are developed based on what each student knows and needs to learn to be successful. Historically classrooms are taught to the average student in the class, with struggling students often getting frustrated and advanced students getting bored. Progressive Learning selects a curriculum that ensures all students are engaged in learning at their own skill level.

The Progressive Learning Program improves the quality of teaching

As school budgets continue to shrink, resulting in larger class sizes, the Progressive Learning Program will actually result in a net improvement in the quality of teaching. Progressive Learning improves teaching both by using online, highly-qualified academic coaches and by freeing up highly-qualified school-based teachers to work more closely with specific students who need more one-on-one support.

Progressive learning has developed a large network of highly-qualified teachers to serve as coaches. These coaches provide students with ongoing one-on-one individualized support and instruction. Further, while students are engaged in computer-based, one-on-one instruction with coaches, the most experienced school-based teachers are freed-up to work with small groups or individual students who may need more intense face-to-face support.

The Progressive Learning Program improves student engagement

The combination of the improved quality of content, through the individualized, adaptive curriculum, and the improved quality of instruction, through the use of academic coaches and increased opportunities for teachers to work closely with students, will result greater levels of student classroom engagement. Again, the adaptive curriculum fosters engagement by instructing students at their level. Advanced students are not bored by instruction that is not challenging to them and students behind grade-level are not frustrated with instruction that is too advanced. This differentiated approach results in more challenging and engaging educational classroom experiences for all students.

APPENDIX 5.0

Sample Regular Day Bell Schedule

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	11:40	12:20	2:22
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Sample Banked Day Bell Schedule

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4 th and 5 th Grade	8:10	10:30	10:50	12:30	1:10	1:32



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Discipline Foundation Policy:
School-Wide Positive Behavior Support

NUMBER: BUL-3638.0

ISSUER: Donnalyn Jaque-Antón, Executive Officer
Educational Services

DATE: March 27, 2007

ROUTING

Chief Operating Officer
School Site Administrators
School Instructional Staff
School Support Personnel
Deans
Local District Administration
Central Office Administrators
Facilities
Transportation
All Employees

POLICY: Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD. All school level discipline plans will be consistent with the *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) and *Culture of Discipline: Student Expectations* (Attachment B). This will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

The District's adoption of this foundation policy establishes a framework for developing, refining and implementing a culture of discipline conducive to learning. School-wide positive behavior support is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.¹ Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there is to be the appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner.

School-site procedures and practices formed under the auspices of the School Leadership Council must be consistent not only with the tenets of this policy, but also with state and federal laws that require school administrators to utilize positive interventions and means of correction *other than* suspension, transfer or expulsion to resolve disciplinary issues. (See *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* [Attachments A and B]; and *How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System* [Attachment C].)

¹ Boynton, M. & Boynton, C. (2005). *The Educator's Guide to Preventing and Solving Discipline Problems*, Alexandria, VA: ASCD.



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MAJOR CHANGES:

The development of this Foundation Discipline Policy is the result of a Board Resolution directive. This policy mandates the development of a school-wide positive behavior support and discipline plan consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* including positively stated rules which are taught, enforced, advocated and modeled at every campus. It further mandates staff and parent training in the teaching and the reinforcing of the skills necessary for implementation of this policy.

The policy serves as the framework under which *all* District practices relating to discipline and school safety are to be applied. It is not intended to replace existing bulletins that provide guidance for specific disciplinary practices including a teacher's right to suspend a student from class with cause. See RELATED RESOURCES for an index of related bulletins, reference guides, board resolutions and other relevant District materials.

GUIDELINES: I. A CULTURE OF DISCIPLINE

This policy establishes *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.

- A. The District's *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) establishes a standard for all LAUSD schools. All District schools are required to align their school's discipline plans and rules to this District standard. The goal is to maximize consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to understand and model the *Culture of Discipline: Guiding Principles for the School Community* and implement them at every institutional level.
- B. *Culture of Discipline: Student Expectations* (Attachment B) provides additional guidance to students regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

II. RESPONSIBILITIES

The successful implementation of this policy is everyone's responsibility. Every student, parent/caregiver, teacher, administrator, school support personnel, school staff, Local District staff, Central Office staff, visitor and



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community member engaged in educational activities has a role. This includes:

1. Supporting a school-wide positive behavior support and discipline plan consistent with the tenets of this policy.
2. Knowing, communicating and consistently monitoring this policy, the *Culture of Discipline: Guiding Principles for the School Community*, and the school-wide positive behavior support and discipline plan.
3. Maintaining open lines of communication between staff, students and parents/caregivers.
4. Using positive response strategies and appropriate corrective feedback for disruptive students (see Attachment I).
5. Collaborating and partnering with after-school programs and outside agencies, when appropriate.

A. Student Responsibilities:

Students are expected to learn and model *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors and attitudes for peers (see *Student Tips*, Attachment D).

B. Parent/Caregiver Responsibilities:

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the school-wide positive behavior support and discipline plan. They are to be familiar with and model *Culture of Discipline: Guiding Expectations for the School Community* and *Culture of Discipline: Student Expectations*. They will review the *Culture of Discipline: Student Expectations* and school rules with their children, reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct (see *Parent/Caregiver Responsibilities*, Attachment E). If misconduct escalates, the parent/caregiver will work with the school as a collaborative partner to address the student's needs. It is mandated that training be available for parents/caregivers on this policy.

C. Teacher Responsibilities:

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct.

The teacher is responsible for:

1. Defining, teaching, reviewing and modeling *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* and school rules.



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2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district or state-approved violence prevention curriculum that teaches social-emotional skills (as required by federal and state guidelines) in elementary and middle schools. May be augmented by other approved programs selected by the School Leadership Council.
6. Following the behavior support plan for students with disabilities, available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor misconduct.
8. Reporting the behavior to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual available in July 2007).

D. School Administrator Responsibilities:

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and with community support, are responsible for establishing a caring school climate and safe environment. School administrators must ensure that the *Culture of Discipline: Guiding Principles for the School Community* will be taught, enforced, advocated, communicated and modeled to the entire school community, and that school practices are consistent with the tenets of this policy. The school administrator is responsible for issuing a written invitation to all stakeholders (including parents, teachers, classified administrators, and students) to participate in a school-wide discipline leadership team, under the auspices of the School Leadership Council. The team will assist the School Leadership Council in monitoring the implementation of the school-wide positive behavior support plan. Every school administrator is to ensure:

1. The development and implementation of a school-wide positive behavior support and discipline plan consistent with the *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. (See *How To Establish And/Or Refine An Effective School-Wide Positive Behavior Support System* [Attachment C] and *School Resource Survey*, [Attachment F].)
2. The inclusion of *Culture of Discipline: Guiding Principles for the School Community*, *Culture of Discipline: Student Expectations* and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community.



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3. A method for recording, collecting and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decision-making from the individual student through the school-wide student population.
 4. Providing training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
 5. The implementation of the district or state-approved violence prevention curriculum in elementary and middle schools.
 6. The consistent application of reasonable alternatives to suspension (see *Top Ten Alternatives to Suspensions*, Attachment G), expulsion and opportunity transfers that includes the use of equitable consequences that are consistent with law and District policy.
 7. The use of multi-disciplinary teams, including Student Success Team (SST) and Coordination of Support Team (COST), to evaluate and recommend solutions to behavior problems.
 8. Collaboration and partnerships with after-school programs and outside agencies, when appropriate.
 9. Assembling a collaborative team with appropriate staff and the parent/caregiver(s) to address the escalated behaviors for a student who engages in ongoing misconduct, despite appropriate interventions (see Resource Manual), and design and implement an effective individualized behavior support plan that may include, but is not limited to:
 - a. Intensive behavioral supports and strategies
 - b. Adapted curriculum and instruction
 - c. Communication strategies.
- E. School Support Personnel Responsibilities:
School support personnel are responsible for teaching, enforcing, advocating and modeling *Culture of Discipline: Guiding Principles for the School Community*, and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. School support personnel is responsible for monitoring, reinforcing and acknowledging appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will work collaboratively with teachers and other school and District personnel to develop and implement plans for more intensive instruction and support, which includes working with District and community resources.



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F. School Staff Responsibilities:

Members of the school staff have a particularly important role in fostering a positive school climate. School staff is responsible for teaching, enforcing, advocating and modeling the *Culture of Discipline: Guiding Principles for the School Community*, and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. Each individual shall monitor, reinforce and acknowledge appropriate behaviors consistent with *Culture of Discipline: Student Expectations* and the school rules, and provide positive corrective feedback for any misconduct. School staff engaged in supervisory responsibilities should be particularly aware of the important role that they have in maintaining and supporting appropriate student behavior. This includes knowledge of behavior support plans for students with disabilities.

G. Local District Staff Responsibilities:

Each Local District Superintendent shall be responsible for teaching, enforcing, advocating and modeling this policy to Local District staff and school administrators. The Local District Superintendent shall also designate a team of Local District administrators, which may include the Administrator of Instruction, Directors of School Services and Operations Coordinators, who shall ensure the successful implementation of and ongoing compliance with this policy through support and guidance.

Local District staff, in collaboration with school-site staffs, shall also be responsible for taking an active role in providing appropriate support and technical assistance to schools and School Leadership Councils to:

1. Identify, develop and maintain prevention and intervention activities consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.
2. Analyze data, monitor and evaluate school practices in order to address situations where practices need to be strengthened.
3. Develop on-site procedural steps to assist with choices and options when addressing individual student misconduct.
4. Broaden the adoption and implementation of alternatives to suspension, and the reduction in the use of opportunity transfers by ensuring that all deans participate in mandatory central district training.
5. Oversee schools' efforts to maintain relationships with outside community partners.
6. Utilize data in the allocation and provision of base professional development in school-wide positive behavior support for any new staff.
7. Ensure that the local district parent ombudsperson works collaboratively with the operations administrator and other local



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district staff on implementing this policy and fielding and resolving concerns and complaints from all stakeholders.

In order to align instruction and behavior, this assistance is to be embedded into the ongoing support given to schools in the area of instruction.

H. Central Office Staff Responsibilities:

The Superintendent communicates to all District staff, using a variety of means, that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff shall teach, enforce, advocate, communicate and model this policy and *Culture of Discipline: Guiding Principles for the School Community* by playing an active, supportive role in assisting schools, School Leadership Councils and Local Districts with the implementation of this policy including, but not limited to:

1. Developing and coordinating training for parents, behavior seminars for students and professional development for all employees.
2. Ensuring appropriate data collection, monitoring and evaluation systems.
3. Using effective communication strategies (see Resource Manual) including EC 49079 notification to all teachers as specified in BUL-38, "Mandated Reporting of Certain Student Behavior."
4. Developing and providing a Resource Guide to assist schools in utilizing and coordinating programs and resources with uniform forms to be used district-wide.
5. Coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
6. Using systematic data analysis to determine needs for more supports and improved community day school options.
7. Ensuring alignment with all District offices, programs, policies and initiatives.
8. Identifying and maintaining an independent auditor to investigate complaints and to assist in resolving issues presented by all stakeholders regarding violations of this policy.

A very small percentage of students do not respond to the most intensive intervention and are not receiving an appropriate education on a comprehensive school campus. Appropriate personnel at the school site shall identify these students, inform the District and recommend alternative placement options. The District must address student needs in selecting appropriate placement options. The District must use systematic data analysis as one indicator of the need for a more supportive and individualized environment and enhanced Community Day School Options.



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I. Visitor Responsibilities:

It is expected that all visitors will act in accordance with *Culture of Discipline: Guiding Principles for the School Community* while on District property and at District or school-sponsored activities or events (see LAUSD *Parent-Student Handbook*).

J. Community Member Responsibilities:

The community benefits from safe schools and members are expected to follow *Culture of Discipline: Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

III. PREVENTION/INTERVENTION

A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention (see *Three-Tiered Approach*, [Attachment H] and Resource Manual).

Each school, under the auspices of the School Leadership Council, will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed.

A. Establish Rules Consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.

B. Provide for Effective Intervention

Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources;



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and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.

C. Use a Team Approach for Intensive Intervention

A few students require the most intensive level of intervention. Within the scope of their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.

IV. CONSEQUENCES FOR STUDENT MISCONDUCT

Anything that follows a behavior is a consequence; positive or negative. Consequences should be consistent, reasonable, fair, age appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again. (see *Consequences/School Response Reference Guide*, Attachment I).

V. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development in the area of school-wide positive behavior support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include ongoing classroom management workshops and training to capacitate classroom staff in meeting the challenge of fully educating students including the teaching and modeling of appropriate behavior. Professional development, as selected by the School Leadership Council, must:

1. Support the differentiated roles and responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

2. Address preventive plans including strategies for ensuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum; strategies for classroom management; behavioral expectations; and individual and group support.
3. Be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior.
4. Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. Embed policy information and create alignment with all parent training, student behavior seminars, and professional development offered to all employees.
6. Include centrally organized and implemented training for deans so that they are trained upon election. Such training for deans and other staff involved in student discipline will include the use of data analysis to differentiate what is offered to schools.

VI. MONITORING & EVALUATION

The Central Office will put systems in place to aid schools, Local Districts and the Central Office in data collection, feedback and assessment to facilitate the goal of creating a positive school culture that is conducive to optimal student learning. Such data will be utilized to support decisions in allocating professional development and support. These data will allow schools to adjust school-wide, classroom and individual student intervention and prevention.

The Central Office will oversee ongoing and systematic review and evaluation which will include an analysis of:

1. Policy implementation.
2. Communication mechanisms.
3. Any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

A District-level School-Wide Positive Behavior Support Task Force of representative stakeholders will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will develop criteria to be used to monitor the implementation and sustainability of this policy throughout the District. The task force and auditor will:

1. Implement and review roles and responsibilities.
2. Review and provide input in the proposed Resource Manual as well as existing and proposed policies regarding student discipline for



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

coherence, omissions, alignment, and consistency with this policy, and submit recommendations.

3. Review complaint procedures and responses.
4. Access and analyze data by school and Local District.
5. Review data including suspension, expulsion, opportunity transfer, office referrals, and outside monitoring information.
6. Augment district responses to campuses in crisis situations by, acting as representatives of their stakeholder groups, participating in meetings and providing input.
7. Provide recommendations to the Board of Education.

VII. COMMUNICATION

To successfully implement this policy and its underlying philosophy, it must be consistently communicated to the entire LAUSD community by District officials, school administrators and employees at every level.

Every District school and office shall post copies of *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for public view. Additionally, school staffs, through the auspices of their School Leadership Council, are strongly encouraged to develop their own innovative strategies for communicating and teaching the tenets of this policy for broad dissemination of their school's behavior support and discipline plans. Parents/caregivers, students and school staff members should actively participate in this process.

AUTHORITY: This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

California Education Code, Section 48900-48927

Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

RELATED RESOURCES: In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Board Resolution, “Reactivation of District’s Human Relations Education Commission,” passed May 10, 2005

Modified Consent Decree, <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>, of particular relevance to this Bulletin are:

- Outcome 5: Reduction of Long-Term Suspensions
- Outcome 17: IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports
- Outcome 18: Disproportionality

Policy Bulletin No. BUL-Z-14, “Guidelines for Student Suspension,” issued March 15, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-38, “Mandated Reporting of Certain Student Behavior,” issued January 3, 1994, by the Office of the Deputy Superintendent, Operations

Policy Bulletin No. BUL-H-50, “Behavior Intervention Regulations,” issued September 8, 2004, by the Office of Special Education

Policy Bulletin No. BUL-Z-58, “Opportunity Transfers,” issued April 20, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-61, “Guidelines for Student Expulsion,” issued April 11, 1994, by the Office of the Deputy Superintendent

Policy Bulletin No. BUL-Z-73, “Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol and Tobacco,” issued November 12, 2002, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-847, “Referral to Community Day School,” issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-1038, “Anti-bullying Policy,” issued June 1, 2004, by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, “Sexual Harassment Policy,” issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1347, “Child Abuse and Neglect Reporting Requirements,” issued November 15, 2004, by the Office of the General Counsel



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Policy Bulletin No. BUL-1119, "Threat Assessment," issued July 12, 2004, by the Office of the Chief Operating Officer

Reference Guide, REF-1242, "2004-2005 Update of Safe Schools Plans Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures)"

Policy Bulletin No. BUL-1287, "Student Attendance Policy," issued February 17, 2004, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-1292, "Attendance Procedures for Elementary and Secondary Schools," issued July 28, 2005, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, "Responding to and Reporting Hate-Motivated Incidents and Crimes," issued November 11, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, "Establishment and Documentation of Intervention for Students Suspected of Emotional Disturbances," issued October 31, 2005, by the Office of Special Education

Policy Bulletin No. BUL-2130, "Section 504 and Students With Disabilities," issued December 14, 2005, by the Office of the General Counsel

"Blueprint for Implementation of the Action Plan for a Culturally Relevant Education," issued June 2001, by the Office of Instructional Services

"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

"Parent-Student Handbook," issued annually by the Los Angeles Unified School District

"Visitors Handbook" issued by the Los Angeles Unified School District

REFERENCES: Algozzine, B., Kay, P. (2002). Preventing Problem Behaviors: A Handbook of Successful

Prevention Strategies. Thousand Oaks, CA: Corwin Press, Inc.

Colvin, G. (2004). Managing the Cycle of Acting-Out Behavior in the Classroom. Eugene, OR: Behavior Associates

Mayer, G. (1995). Preventing Antisocial Behavior in the Schools. Journal of Applied Behavior Analysis, 28, 467-478



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Sprague, J., Golly, A. (2005). *Best Behavior: Building Positive Behavior Supports in Schools*. Boston, MA: Sopris West

Sprague, J., Walker, H. (2005). *Safe and Healthy Schools: Practical Prevention Strategies*. New York: Guilford Press

Sprick, R. (1998). *CHAMPs: A Proactive Approach to Classroom Management*. Eugene, OR: Pacific Northwest Publishing.

Sprick, R. (2006). *Discipline in the Secondary Classroom*. Eugene, OR: Pacific Northwest Publishing

ASSISTANCE: For assistance or further information, please contact Hector Madrigal, Director, Pupil Services, at (213) 241-3844; Nancy Franklin, Coordinator, Behavior Support, at (213) 241-8051; Rochelle J. Montgomery, Associate General Counsel II, Office of the General Counsel, at (213) 241-7648; or your Local District Pupil Services and Attendance (PSA) Field Coordinator.

Parent Community Input Meeting for Julie Korenstein ES on 11-17-2009

21 st Century Competencies	School Programs	Parent/Community	Instruction	Pedagogy/Methodology	Structures/Systems
<ul style="list-style-type: none">• Critical thinking and problem solving• Citizenship• Public speaking• Develop technology skills for 21st century- begin at early grades- (e.g. keyboarding)• Leadership and service learning	<ul style="list-style-type: none">• Trips to foreign countries• Guest public speaker program• Guest reader program• Technology plan• Program for students with special needs• Seminars from experts on parenting• Police academy program• Volunteer program- mandatory hours• After-school and summer enrichment• Student council• Student mentorship programs• School beautification program• Tutoring for students below grade level• Sports clubs and programs• Study hall-homework club• Structured after-school program• Morning day-care (i.e. Ready, Set, Go)• High school mentoring program with feeder schools• Magnet program• Theatre arts & arts education• Performing arts academy• Nutrition program• School for Advanced Studies• Valet safety program• Student safety patrol• Good behavior-etiquette classes• Student academic recognition plan• After-school tutorial classes	<ul style="list-style-type: none">• Parent Center• Parent center leadership- more qualifications and connected to the community• Seminars from experts on parenting• Teacher-led parent classes• Parent resource center- access technology on site• Connection between school- community gyms• Homework program for parents- children• Family-based learning• Parent computer classes• Afternoon workshops for parents• Boy Scouts and Girl Scouts programs• Health center-dental, hearing, muscle development and vision screening• Partnerships with colleges, universities and businesses- shared activities• Partnerships with parks and recreation organizations• Parents helping teachers with different academic activities• Increased communication between teachers and parents- school activities, academics, meetings and programs• Parent training in English reading,, mathematics so parents can assist their children in areas needed• Welcomed and invited to local school site councils; bilingual and Title I advisory councils• Volunteers for committees and activities• “Coffee with the Principal”• Take into account input from everyone- parents, teachers and administrators• Include all parents in all decision-making	<ul style="list-style-type: none">• Expanded-enriched vocabulary development• Highly qualified teachers• Goal-setting for teachers and students• Quality PE program with PE teacher• Quality reading program- curriculum• Social skills classes for students• Extended literacy and math instruction per week• Speech and debate clubs• Dual immersion• Implement a strong academic program: mathematics, reading, writing and oral language• Goals to measure academic performance• Includes the goal of going to college or university- expectation• Standards-based instruction-instruction focused on standards	<ul style="list-style-type: none">• Depth and Complexity• Hands-on projects for learning• Quality research and investigation• Application of math skills to real world issues• Early algebra concept and skills development, including fractions• Challenging students- rigorous teaching• Hands-on experimentation and exploration• Student projects and experiments to increase student learning	<ul style="list-style-type: none">• Grade level collaboration time• Extended school hours for students• Children’s center• Email system-capacity: parents connect with teachers• Webcams in classrooms to monitor• One advisory board• Open and transparent• Appeal process- review of decisions to see effectiveness• All stakeholders have input; parity on board/council• Election process for members• Process for collaboration with middle and high schools• Administrator with “proven track record” who works well with parents and students• Computer lab• Computers in every classroom• Smart boards• Intercom system• Science lab• Security system/devices• Small class-size• School garden- “green school”• Informing parents regarding evaluation of student progress• Student safety in special day classrooms• School uniforms• Professional development for instructional program-enVision math- software programs• Parent-student compact- teachers are stricter• Counseling, therapy services for families• Full-time nursing services• Encourage a love for reading• Establish courtesy and respect between parents and the community• Interview committee for new teachers to include parents• School site decision-making (SBM)

APPENDIX 8.0

COMMUNITY PARTNERSHIPS AND ROLES

Listed below are the community partners and services to be provided to Julie Korenstein Elementary School

California State University, Northridge (CSUN)

- Assignment of pre-service teachers to the school to prepare them for future general education and special education assignments
- Professional development for teachers in pedagogies and strategies to meet the instructional needs of diverse learners
- Professional development in effective ways of differentiating instruction and modifying the instructional setting to meet student learning needs.
- Curricular trips to the CSUN campus for college awareness programs and orientations
- Participation in Career Week events
- Provide student mentors, tutors, and volunteers
- Provide resources and information to parents regarding entrance requirements and community resources such as grants, scholarships, and fellowships

Project GRAD

- A mentorship program for students beginning at the elementary school level up through post-secondary
- College and career awareness activities to ensure students and parents are knowledgeable about college entrance requirements, affordability of college, and the experience of college environments thorough campus visits and tours
- Professional development on the “Four-Pronged Strategy” to increase high school graduation, college-going and college graduation rates by: 1) Develop college awareness and access to scholarships; 2) Provide academic support and enrichment; 3) Support parent engagement; 4) Cultivate school, District, and community relationships.

Los Angeles Education Partnership (LAEP):

- Consultation to the Family Support Team and Community School Resource Center Director regarding the educational plan and its implementation
- Participation in the Family Care Health Initiative to increase parent knowledge of physical health issues to positively impact daily living habits of families and to overcome social barriers to learning.
- Participation in the Family Care-School Readiness home visitation program to help children from birth to five years old gain the skills needed to enter preschool and kindergarten, and help their parents understand their role in the process.
- Participation in Career Week events
- Parent and community training on family-school-community collaboration, Family Care Health awareness to improve daily living habits and overcome health and social barriers to learning, and community resources connected to improving student achievement.
- Establish the Urban Education Partnership’s “Family Care-School Readiness Home Visitation” program to help children from birth to five years old gain the skills needed to enter preschool and kindergarten ready to learn as well as help parents understand their important role in the process.
- Sponsorship of students in an inquiry and project-based community service projects

Valley Care Community Consortium

- Provide training and workshops on the *40 Developmental Assets* to create the necessary building blocks for children so that they are free to learn. The program encourages a collaborative atmosphere where the entire school community becomes committed to helping young people learn.

- Coordinate and organize a 12-week walking program offered to parents and community members with the goal of increasing physical activity
- Sponsorship and mentoring of students in an inquiry and project-based community service projects
- Provide additional training and workshops on oral health, environmental health risk, nutrition counseling, and careers in the medical field
- Participation in Career Week and health fair events



SAN FERNANDO VALLEY COMMUNITY MENTAL HEALTH CENTER, INC.

Moving Lives Forward

6842 Van Nuys Blvd., 6th Floor, Van Nuys, CA 91405 Tel: (818) 901-4830

Ian Hunter, Ph.D., Executive Director

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YOUTH CONTACT SCHOOL BASED SERVICES

www.movinglivesforward.org

12-16-09

To Whom It May Concern:

Our agency, SFVCMHC Inc. – Youth Contact Program, is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, elementary # 8, and Elementary # 9.

Providing the 40 Developmental Assets as a foundation for all other programs that will be offered at the schools sets a positive tone for the work of these schools. It allows them to create the necessary building blocks for children so that they are free to learn. In addition it encourages a collaborative atmosphere where the entire school community becomes committed to helping young people learn. This will help us greatly in our collaborative efforts to create community schools in Local District 2.

The Youth Contact Program will be providing individual therapy at the Korenstein Elementary School site. We will also be providing assessment/diagnosis for all the students referred to us in order to determine how best to meet the mental health needs of those referred. We will offer family and group therapy at either our clinic (which is within 4 miles of the school) or at the school site itself as space is made available to us.

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Sincerely,

Kary Scriven, LCSW
Program Manager

APPENDIX 8.1



Valley
Community
Clinic

6801 Coldwater Canyon Ave.
North Hollywood, CA 91605
Administration: 818/763 1718
Fax: 818/763 7231
www.valleycommunityclinic.org

The spirit of community health
A Charitable community organization since 1970

December 14, 2009

To Whom It May Concern:

Our agency, the Valley Community Clinic, is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, elementary # 8, and Elementary # 9.

Providing the 40 Developmental Assets as a foundation for all other programs that will be offered at the schools sets a positive tone for the work of these schools. It allows them to create the necessary building blocks for children so that they are free to learn. In addition it encourages a collaborative atmosphere where the entire school community becomes committed to helping young people learn. This will help us greatly in our collaborative efforts to create community schools in Local District 2.

Our clinic will be participating in Wellness and Obesity Prevention Programs by providing nutrition counseling and education to students and their parents. We will incorporate healthy cooking options, exercise, and healthy choices into the program with the help of our clinical and nutrition staff.

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Sincerely,

Paula Wilson
President/CEO

APPENDIX 8.1



VALLEY CARE Community Consortium

December 7, 2009

To Whom It May Concern:

Our agency, Valley Care Community Consortium (VCCC), is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, elementary # 8, and Elementary # 9.

Providing the 40 Developmental Assets as a foundation for all other programs that will be offered at the schools sets a positive tone for the work of these schools. It allows them to create the necessary building blocks for children so that they are free to learn. In addition it encourages a collaborative atmosphere where the entire school community becomes committed to helping young people learn. This will help us greatly in our collaborative efforts to create community schools in Local District 2..

VCCC has had three years of experience working with parent centers within LAUSD District 1 and District 2 schools. We go into the schools to provide 12 week walking programs to increase the physical activity level of the parents. During the sessions parents also receive education on prevention and nutrition. We schedule "Walk and Talk" sessions that address topics such as oral health, environmental health risk (such as lead poisoning and pesticides), and nutrition. The sessions take base line measurements in week one and week twelve to share improvements of heart rate, body mass index, body fat percentage, stamina, and weight. In addition all participants are empowered through training to replicate what they learn at the schools at home with their family, neighbors, and church groups.

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Sincerely,

Joni Novosel
VCCC, Director

January 8, 2010

Superintendent Ramon C. Cortines
Los Angeles Unified School District
333 South Beaudry Ave., 24th Floor
Los Angeles CA 90017

Re: Valley Region Elementary School #8

Dear Superintendent Cortines,

Project GRAD Los Angeles is delighted to partner with and support the application of Valley Region Elementary School #8 comprised of Project GRAD Los Angeles; Los Angeles Education Partnership; The Michael D. Eisner College of Education at California State University Northridge; Los Angeles Unified School District Local District 2 and The Graduate School of Education and Information Sciences at the University of California, Los Angeles (Advisory).

We believe this five-year collaborative effort and its education plan will create a holistic, student centered community school preparing students for the 21st century. Embraced as a priority of the greater San Fernando community, it will be a center for educational resources, volunteerism and cultural activities for students and their families.

Project GRAD Los Angeles is also partnering with San Fernando Middle School students and their families by providing academic enrichment and college access programs. This is critical because ES#8 students will feed into San Fernando Middle School.

Since 1999, Project GRAD Los Angeles has been effective in achieving the outcomes described in this application. In working to increase high school graduation, college going and college graduation rates, Project GRAD Los Angeles provides a constellation of programs and services to nearly 17,000 students and families.

One academic program that exemplifies Project GRAD's impact for students is the Algebra and Robotics Summer Institute. Education experts universally consider Algebra to be the gatekeeper of high school graduation and admission into college which is why three years ago Project GRAD created its intensive four-week Algebra and Robotics Summer Institute for middle school students who were struggling with math proficiency. Nearly 90% of the Algebra and Robotics Institute participants go on to earn grades of "C" or better in Algebra 1 in the 8th grade. Evidence from the first three years of the Institute suggests that the effort has been highly successful in promoting student success in algebra.

Throughout this community, Project GRAD Los Angeles is seen as a trusted provider of:

- extensive and intensive college access, outreach and readiness programs at the middle and high school level;
- opportunities for parent engagement in the schools; and
- community involvement in greater college-going (e.g.: Annual Walk for Success event)

The partners in this application all have a long history of successful collaboration in the Northeast San Fernando Valley. We believe our locally based San Fernando Middle School Partnership and our partnership with Valley Region Elementary School #8 is well-equipped to build upon the strengths of our organization and our partners, parents and the larger community to transform both schools into a thriving and successful community school network.

Sincerely,

A handwritten signature in black ink, appearing to read "Ford Roosevelt", with a stylized flourish extending to the right.

Ford Roosevelt
President and CEO



1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
F: 213.629.5288
E: pfunkhouser@laep.org
I: www.laep.org

January 7, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Superintendent Cortines:

Los Angeles Education Partnership is delighted to support the application of Los Angeles Unified School District Local District 2 for Valley Region Elementary School #7.

We believe that this applicant and its education plan will create a holistic and engaging school, embraced as a priority of the greater San Fernando community because of its success in preparing students for the 21st century. It will be a center for resources, volunteerism, culture and activities for students, their families and others. Elementary School #7 will join the Northeast Valley's community school effort, the Valley Neighborhoods Collaborative, aimed at ensuring the linkage of educational practices and student and family support from birth through college. Valley Elementary School #7 will share a parallel vision and mission and begin a network of community schools which strategically serve the Northeast San Fernando Valley Community.

We believe the locally-based Valley Region #7 applicant group is well-equipped to build on the strengths of the San Fernando community and support the success of all young people so that they leave the school, confident and skilled, and ready to meet the challenges of middle school, high school and beyond.

Sincerely,

A handwritten signature in cursive script that reads "Peggy Funkhouser".

Peggy Funkhouser
President and CEO

Formerly Urban Education Partnership, we are readopting our original name, Los Angeles Education Partnership, in our 25th year as we recommit our focus and resources in Los Angeles and California.

APPENDIX 8.1



CENTRAL REGION

Arcadia Service Center
101 E. Wheeler Avenue
Arcadia, CA 91006
T (626) 677-2200
F (626) 447-0683

December 16, 2009

EAST REGION

Montclair Service Center
9525 Monte Vista Avenue
Montclair, CA 91763
T (909) 399-0808
F (909) 626-3639

To Whom It May Concern:

Our agency, Girl Scouts of Greater Los Angeles, North Region, is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, Elementary # 8, and Elementary # 9.

NORTH REGION

Chatsworth Service Center
9421 Winnetka Avenue
Chatsworth, CA 91311
T (818) 886-1801
F (818) 407-4840

Providing the 40 Developmental Assets as a foundation for all other programs that will be offered at the schools sets a positive tone for the work of these schools. It allows them to create the necessary building blocks for children so that they are free to learn. In addition it encourages a collaborative atmosphere where the entire school community becomes committed to helping young people learn. This will help us greatly in our collaborative efforts to create community schools in Local District 2.

Antelope Valley Service Center
2330 Mall Loop Road #119
Lancaster, CA 93536
T (661) 723-1230
F (661) 723-1359

We will gladly hold meetings at the schools to engage girls and encourage parents and other community members to join us in bringing the Girl Scout Leadership Experience to the girls.

Santa Clarita Service Center
21515 Soledad Canyon Road #118
Santa Clarita, CA 91350
T (661) 287-1985
F (661) 287-6139

Girl Scouts of the USA is the world's preeminent organization dedicated solely to girls, where, in an accepting and nurturing environment, girls build character and skills for success. The Girl Scout Experience engages girls in discovering themselves, connecting with others, and taking action to make the world a better place through service projects, cultural experiences, field trips, sports and health clinics, and environmental adventures. The program is girl-driven, reflecting the ever-changing needs and interests of today's girls.

SOUTHWEST REGION

Santa Monica Service Center
2525 Ocean Park Boulevard
Santa Monica, CA 90405
T (310) 450-3720
F (310) 450-3920

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Long Beach Service Center
4040 N. Bellflower Boulevard
Long Beach, CA 90808
T (562) 421-8456
F (562) 429-2751

Sincerely,

Victoria Garcia
Regional Lead-Membership
North Region

Girl Scouting builds girls of courage, confidence and character, who make the world a better place.

APPENDIX 8.1

FRIENDS of the FAMILY



Community Mental Health
and Family Support Center

15350 Sherman Way, Suite 140
Van Nuys, California 91406

Tel 818/988-4430
Fax 818/988-4633

December 15, 2009

To Whom It May Concern:

Friends of the Family is pleased to offer our strong support of the work of LAUSD Local District 2, along with its partners (CSUN, UCLA, LAEP and Project Grad), and to participate in the provision of a comprehensive community plan for the following new elementary schools scheduled to open in September 2010:

Julie Korenstein Elementary School, Elementary # 8, and Elementary # 9

Providing the **40 Developmental Assets** as a foundation for all other programs offered at the schools will set a positive tone for the work of the schools; it will allow for the creation of the necessary building blocks so that children are free to learn; it will encourage a collaborative atmosphere within which the entire school community becomes committed to helping young people learn. These efforts are critical and will greatly help the collaborative effort to create community schools in Local District 2.

Our agency has a 37 year history of providing family education, support, and strengthening programs for families throughout the San Fernando Valley. For the past 15 years, we have worked in partnership with LAUSD Local School District 2 schools, providing a multitude of those programs directly within the school parent centers. These programs have been provided free of charge to parents through a variety of funding sources, including LAUSD. For this partnership, Friends of the Family will provide **FamilyRead**, a family literacy development program, for parents at the elementary schools. This highly regarded program has been implemented throughout almost all of District 2 elementary schools over the years as funding sources have allowed. Depending on the level of funding available to us in September 2010, we will provide a minimum of one 10-week FamilyRead program at each of the schools.

We will also participate as a community resource for families who might desire additional services or support in order to make their child's school experience a successful one.

We are proud to support and look forward to our collaboration with these new schools. They have our full support in this exciting endeavor!

Sincerely,

Deborah Davies, M.A., LMFT

Director of Programs

APPENDIX 8.1



10526 Dubnoff Way
N. Hollywood, CA 91606

P: 818-755-4950
F: 818-752-0783
dubnoffcenter.org

December 7, 2009

To Whom It May Concern:

The Dubnoff Center for Child Development is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, Elementary # 8, and Elementary # 9.

Providing the 40 Developmental Assets as a foundation for all other programs that will be offered at the schools sets a positive tone for the work of these schools. It allows them to create the necessary building blocks for children so that they are free to learn. In addition it encourages a collaborative atmosphere where the entire school community becomes committed to helping young people learn. This will help us greatly in our collaborative efforts to create community schools in Local District 2.

The Dubnoff Center for Child Development will provide mental health services, on site, to qualifying students and their families. These services will include Medication Support, Case Management, Psychological Testing, Individual psychotherapy, and Family Therapy. Treatment will focus on children who are experiencing emotional and behavioral problems that effect their functioning in the classroom and at home.

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Sincerely,

A handwritten signature in black ink, reading "Sandra Sternig-Babcock". The signature is fluid and cursive, with a long horizontal line extending from the end.

Sandra Sternig-Babcock, Ph.D.
President and CEO
10526 Dubnoff Way
North Hollywood, CA 91606
(818) 755-4950
Fax: (818) 752-0783
e-mail: Sandrab@dubnoffcenter.org

APPENDIX 8.1

Directory of Partnership Organizations for Julie Korenstein Elementary School

Organization	Contact Information	Description of Support
Valley Care Community Consortium	Joni Novosel, Director (818) 947-4026	<ul style="list-style-type: none"> • Provide 40 Developmental Assets program for creating necessary building blocks for children to learn • 12-week waling program to increase physical activity • Training and workshops on nutrition, oral health, and environmental health risk
LAUSD Beyond the Bell Branch	Alvaro Cortes, Asst. Superintendent (213) 241-7900	<ul style="list-style-type: none"> • Staffing with a minimum of one employee to supervise after-school activities from school dismissal until 6:00 p.m. on school days • Youth Services After-School Program
Valley Community Clinic	Paula Wilson, President/CEO (818) 763-7231	<ul style="list-style-type: none"> • Provide Wellness and Obesity Prevention Program • Nutrition counseling and education • Training on healthy cooking options, exercise by clinical and nutrition staff
Friends of the Family Community Mental Health and Family Support Center	Deborah Davis, Director of Programs (818) 988-4430	<ul style="list-style-type: none"> • Family Read- a family literacy and development program • A community resource for families • Health fair participation
Girl Scouts of Greater Los Angeles	Victoria Garcia, Regional Lead (818) 886-1801	<ul style="list-style-type: none"> • Meetings to engage girls and encourage parents and other community members to join in the Girl Scout Leadership experience • Provide 40 Developmental Assets training
Boy Scouts of America	Anna Asheghian District Executive (818) 933-0113	<ul style="list-style-type: none"> • Provide 40 Developmental Assets training • Organize the Scoutreach program after-school for students • Weekly meetings that include small group activities on citizenship training, character development, group cooperation
The Dubnoff Center for Child Development	Sandra Sternig-Babcock (818) 755-4950	<ul style="list-style-type: none"> • Provide 40 Developmental Assets training • Mental health services to students and families

California State University
Northridge

Community Engagement
Center for Innovative & Engaged Learning Opportunities (CIELO)

December 18, 2009

To Whom It May Concern:

California State University, Northridge is pleased to strongly support the work of LAUSD Local District 2 along with its partners: The University of California, Los Angeles; Los Angeles Higher Education Partnership; and Project Grad to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010:

- Julie Korenstein Elementary School
- Elementary # 8
- Elementary # 9

Providing the 40 Developmental Assets as a foundation for all other programs that will be offered at the schools sets a positive tone for the work of these schools. It will enable them to construct the necessary tools for children, which will result in a creative and healthy environment they are free to learn. Additionally, it is designed to encourage a collaborative atmosphere wherein the entire school community is committed to and engaged in helping young people learn and build their self-efficacy; which will help us greatly in our collaborative efforts to create community schools in Local District 2.

California State University, Northridge is please to collaborate in through the recruitment of college students to serve as tutors and mentors in these schools. College students will be recruited from a variety departments including: Liberal Studies, Social Work, Sociology, Psychology, Family & Consumer Sciences, and Public Health. CSUN's college students will work with the LAUSD youth to improve their academic skill, and enhance their self-efficacy.

We look forward to collaboration with these new schools and fully support this exciting opportunity.

Warmly,

Mervi Whitelock

Director, Community Engagement

December 18, 2009

To Whom It May Concern:

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We look forward to collaboration with these new schools and fully support this exciting opportunity.

Warmly,

Merri Whitelock

Director, Community Engagement

January 6, 2010

Superintendent Ramon C. Cortines
Office of the Superintendent
Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, California 90017

Re: Julie Korenstein Elementary School (ES #7)

Dear Superintendent Cortines:

The Michael D. Eisner College of Education at California State University Northridge is pleased to partner with and support the application of Julie Korenstein Elementary School (ES #7). As the primary educational institution in the heart of the San Fernando Valley, CSUN and the College of Education have a long tradition and history of collaboration with schools and other educational agencies in our primary service area, LAUSD Local Districts 1 and 2. The opportunity to collaborate with the Los Angeles Unified School District as a founding agency for the Julie Korenstein Elementary School would further solidify the College's commitment to serving the diverse student population emblematic of the San Fernando Valley region.

The Michael D. Eisner College of Education has formed and sustained collaborative partnerships with local LAUSD schools, including:

- Perhaps the most significant records of the strength of the partnership between California State University and LAUSD exist in **CHIME Elementary and Middle Schools**, and **Northridge Academy High School (NAHS)**. CHIME elementary and middle schools are national models of inclusive education. CHIME elementary earned a distinction in 2008 as California's Charter School of the Year. Northridge Academy High School, located adjacent to the CSUN campus, was likewise developed through the district-university partnership and continues to draw upon the expertise of Arts and Sciences as well as Education faculty in the ongoing development and implementation of its programs. University faculty provides professional development to teachers at these school sites. The CHIME schools and NAHS support a significant number of teacher candidates in the field experiences in their programs.
- The **Accelerated Collaborative Teacher (ACT) Preparation Program** was designed over a two-year period in collaboration between faculty of the College of Education and elementary, middle school, and high school teachers and administrators of the Francis Polytechnic Family of Schools. Over the 12 years of ACT, the program has prepared nearly 1000 elementary, middle, and high school general education and education specialist teachers, approximately 50-percent of whom are employed in LAUSD schools. The ACT Program continues to offer professional development for supervising teachers in fieldwork sites through a grant to support the integration of neuro-developmental methodology in the ACT Program curriculum and student teaching.
- The **Integrated Teacher Education Program (ITEP)** serves undergraduate students who aspire to teach at the elementary level, was likewise developed in collaboration between faculty of the

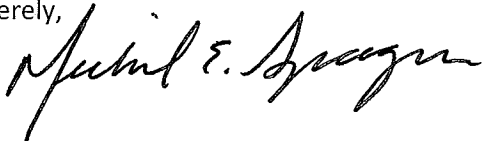
College of Education, Arts and Sciences faculty at CSUN, and teachers and administrators in what is now Local District 2. ITEP is currently in its 11th year of operation and annually graduates 100-125 beginning teachers.

- Under the auspices of **Teachers for a New Era**, CSUN partnered with Langdon Elementary, Sepulveda Middle School, and Monroe High School to provide professional development to those schools while the schools hosted student teachers. Sepulveda Middle School provided space for the university to offer classes on-site over the 4 years of the project.
- More generally, the Departments of Elementary Education, Secondary Education, and Special Education, annually place student teachers with supervising teachers in nearly 225 schools in Local Districts 1 and 2.

The faculty of the Department of Elementary Education is experts in their respective fields and freely share their knowledge and skills with teachers in our partnership schools. The level of collaboration and partnership would continue with new and innovative practices implemented at Julie Korenstein Elementary School. This partnership would be a unique opportunity for the university to support the needs of a new school with the desired resources and professional development in order to help its faculty, students and parents implement and engage in a cutting edge instructional program.

We look forward to continuing our commitment to the Northeast San Fernando Valley schools by developing a partnership with Julie Korenstein Elementary School (#7).

Sincerely,

A handwritten signature in black ink, reading "Michael E. Spagna". The signature is fluid and cursive, with the first name "Michael" being the most prominent part.

Michael E. Spagna, Ph.D.

Dean

Michael D. Eisner College of Education
California State University Northridge

APPENDIX 8.1



Boy Scouts of America
Western Los Angeles County Council
16525 Sherman Way, Unit C-8
Van Nuys, CA 91406
(818) 785-8700
FAX (818) 901-4889

12/15/2009

To Whom It May Concern:

The Western Los Angeles County Council Boy Scouts of America is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, Elementary # 8, and Elementary # 9.

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The Scoutreach program serves mostly youth living in geographically isolated areas of the city where gangs, drugs, and violence are the controlling forces in the community. Because parents, for the most part, have little time to spend with these children and their activities, there is virtually no volunteer pool to draw from for Scout leaders. After-Class Scouting has leaders that provide a Scouting program after school. Due to lack of parent participation and potential transportation issues, the school setting was identified as the best delivery site for the program. The program is delivered immediately after school.

After-Class Scouting emphasizes team spirit, group cooperation, physical awareness, character development, and citizenship training. Working with the support and assistance of the schools, the Scout leaders conduct the program in much the same way as traditional volunteer Scout leaders; small group activities are the focus for weekly meetings. The youth become involved in community activities where families are also encouraged to participate. This enables the families to come together and helps youth feel a part of the community in which they live in.

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Sincerely,

Anna Asheghian
District Executive
Scoutreach Division
818-933-0113 Direct
aasheghian@bsa-la.org



Los Angeles Unified School District

Beyond the Bell Branch

Expanded Learning and Enrichment Programs

333 South Beaudry Avenue Floor 29

Los Angeles California 90017

Telephone: (213) 241-7900 • Fax: (213) 241-7562

Ramon C. Cortines
Superintendent of Schools

Judith Elliott, Ph.D
Chief Academic Officer

Alvaro Cortés
Assistant Superintendent

December 18, 2009

To Whom It May Concern:

Los Angeles Unified School District (LAUSD). Beyond the Bell Branch is pleased to strongly support the work of LAUSD Local District 2 along with its partners (CSUN, UCLA, LAEP and Project Grad) and to provide a comprehensive community plan for the following new elementary schools scheduled to open in September 2010: Julie Korenstein Elementary School, Elementary # 8, and Elementary # 9.

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Pending the final budget for the 2010-11 school year, Beyond the Bell Branch will be staffing each site with a minimum of one employee to supervise after-school activities from school dismissal until 6:00 p.m. on school days. The Youth Services After-School Program provides academic support, enrichment, and sports/recreation activities for students in grades 2 through 5/6 at the elementary level. Additionally, students may participate in weekend intramural sport competitions.

We look forward to our collaboration with these new schools. They have our full support in this exciting endeavor.

Sincerely,

Alvaro Cortés



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Advisory Committees and School Site Councils

NUMBER: BUL-4148.1

ISSUER: Judy Elliott
Chief Academic Officer

DATE: March 27, 2009

ROUTING

Local District Superintendents
Local District Directors of
Instruction
Local District School Support
Directors
Categorical Program Coordinators
Local District Ombudspersons
Principals
UTLA Chapter Chairs
School Administrative Assistants
Chairpersons, Representatives, and
Alternates of CEAC, ELAC, SSC
Parent Centers

POLICY: This bulletin reflects changes in District policies and procedures in accordance with State guidelines. This document provides policy and procedures for:

- School Site Council (SSC), pgs. 1-9
- Compensatory Education Advisory Committees (CEAC), pgs. 10-16
- Local District Compensatory Education Advisory Committee (LDCEAC), pgs. 17-19
- District Advisory Committee (DAC), pgs. 20-22
- English Learner Advisory Committee (ELAC), pgs. 23-30
- Local District English Learner Advisory Committee (LDELAC), pgs. 31-33
- District English Learner Advisory Committee (DELAC), pgs. 34-37

The California Education Code requires the School Site Councils to develop a Single Plan for Student Achievement for Consolidated Application programs and School and Library Improvement programs operated at schools. The California Code requires that all schools must establish a School Site Council [Education Code 64001 (a)], with the exception of Charter Schools [Education Code 47605].

MAJOR CHANGES: This bulletin replaces BUL 4148.0 dated September 3, 2008, titled Advisory Committees and School Site Councils. This bulletin mandates that Local District and Central Committees fall under the Ralph M. Brown Act and that School Site Councils and Advisory Committees are governed by the Greene Act. This bulletin also revises the process of *Delegation of Authority* to School Site Councils by English Learner Advisory Committees.

GUIDELINES: **SCHOOL SITE COUNCILS (SSC)**

The SSC is the decision-making council for Consolidated Application programs operated at the school to improve student achievement.

1. Functions of the School Site Council (SSC)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- The SSC shall develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders (with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted & Talented Education Program Advisory Committee (Education Code 64001).
 - The Board of Education or its designee is required by Education Code 64001 to review and approve annually the changes, including categorical budgets, to the *Single Plan for Student Achievement* (SPSA) for schools reported in the Consolidated Application.
 - On November 13, 2007, The Board of Education granted to the Associate Superintendent, Federal and State Education Programs delegated authority to approve each school's SPSA **after** review and recommendation for approval by the Local District Superintendent, Language Acquisition Branch, and other categorical staff.
 - The process for approval for schools in Program Improvement (PI) years 3-5+ is as follows:
 - SSC must come to a consensus to approve the categorical budgets;
 - Budgets will be forwarded to the Local District Superintendent for review and recommendation for approval to the Associate Superintendent
 - The categorical budgets will not be implemented without the approval of the Local District Superintendent. Therefore, it is critical that all categorical budgets are reviewed to ensure that the expenditures are based on the District's priorities and the areas of instructional needs as identified in the analysis of adequate yearly progress (AYP) data, school-level data, and the annual evaluation of the Single Plan for Student Achievement.
 - The SSC shall update and revise the Single Plan for Student Achievement annually, including proposed expenditures of funds allocated to schools that receive categorical funding. It is recommended that categorical budgets be reviewed with the SSC on a quarterly basis.
 - The SSC shall receive the necessary training (recommended at least once per semester) to enable it to carry out its responsibilities to develop, monitor, and modify the plan and the budget.
 - The SSC must meet at least eight (8) times per year, to carry out its responsibilities and it is strongly recommended that each meeting last a minimum of 60 minutes or the time needed. Council meetings should be arranged at a time convenient for all members. It is recommended that meeting time does not interfere with the educational time spent with the students.
2. Composition of the SSC (Education Code 62002.5 and 52852)
- The council shall be composed of: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school and community members elected by such parents. Classroom teachers are a majority of the staff side. All members have equal voting rights.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- A parent is a person who is the mother, father or legal guardian (evidenced by a current court order demonstrating control over the educational rights of the child) of a student attending the particular school, but who is not employed at the school attended by such student. **Certified letters, notarized letters or affidavits may not be used in place of a current court order.**
- A teacher is defined as an employee of the school whose duties require him/her to provide direct instruction to the pupils for the full time during which he/she is employed.
- Other personnel are defined as persons who do not provide direct instruction to pupils for the full time during which he/she is employed. This category may include classified staff and non-classroom teachers and administrative staff, other than the principal.
- A non-classroom teacher is defined as a full time employee whose classroom teaching assignment "if any" is fewer than three periods per day in secondary or less than half time in elementary. (UTLA Bargaining Agreement Article IX 3.4)
- A community member is defined as an adult who resides within the school attendance boundary or works full-time in the attendance boundary, and who is neither a regular day-school student, nor a parent, nor a member of the staff, administration, or classified staff of the school with which the Council is affiliated. **Schools must verify parent/community member requirements** and keep copies of verification documentation for five years.

Documentation for parents will consist of the Pupil Accounting Reports (PAR) which list the parent's name and information regarding the enrolled child.

Documentation for community members residing within the attendance boundaries of the school includes:

- current California driver's license or CA identification card; or
- property tax receipts; or
- rent payment receipts; or
- utility payment receipts; or
- official identification documentation from consular offices.

Documentation for community members working in the attendance boundaries of the school will include:

- a signed affidavit from employer on letterhead indicating the address of the business or
- a pay stub including the business address.

Self-employed community members must provide evidence that the majority of their business day is spent in the attendance boundaries of the school. Documentation for self-employed community members will include:

- property tax receipts for business; or
- rent payment receipts for business; or
- utility payment receipts for business.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- A paid community representative cannot be elected as a community member. A paid community representative may serve on the council if elected as a staff person.
- At the elementary level, the council shall be constituted to ensure parity. Half the membership shall be (a) the principal, classroom teachers and other school personnel (staff side); and half shall be (b) parents and other community members elected by parents (parent side). Classroom teachers shall be a majority of the staff side. The membership of the council shall be no fewer than ten members.
- Elementary schools which decide to elect more than 10 members to the School Site Council may choose from the following configurations:

Council Size	Parents	Principal	Other Staff	Classroom Teachers
12	6	1	1	4
14	7	1	1	5
14	7	1	2	4
16	8	1	1	6
16	8	1	2	5

- At the comprehensive secondary level, the council shall be constituted to ensure parity. Half of the membership shall be (a) the principal, classroom teachers, and other school personnel (staff side) and, half shall be (b) half parents and other community members elected by parents and student representatives elected by the entire student body. Any student is eligible to be the elected representative. Classroom teachers are a majority of the staff side. There must be parity between parents and students on the parent/community/student portion of the council. The membership of the Council shall be no fewer than twelve members.
- Secondary schools which decide to elect more than 12 members to the School Site Council may choose from the following configurations:

Council Size	Parents	Students	Principal	Other Staff	Classroom Teachers
16	4	4	1	2	5
16	4	4	1	1	6
20	5	5	1	2	7
20	5	5	1	1	8
20	5	5	1	3	6

- In continuation schools, the membership of the SSC shall be no fewer than eight members and shall be constituted to ensure parity. Half the membership shall be (a) the principal, two teachers, and one other school personnel (staff side); and half shall be (b) two parents or community members elected by parents and two student representatives elected by the entire student body. Any student is eligible to be the elected representative. There must be parity between parents and students on the parent/community/ student portion of the council.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Primary Centers will form their councils based on the elementary composition. The membership of the council shall be no fewer than ten members.
- Span schools will form their councils based on the District's classification of their school (elementary, middle, or high school).
- Special education schools and centers with secondary students may use the same composition as elementary schools, or they may choose to follow the same composition as comprehensive high schools.
- **A School Site Council at the middle school may, but is not required to, include student representatives.**

3. Election Regulations

- Public notice stating the purpose and time of the meeting at which elections will be conducted shall be given at least ten (10) working days prior to such meeting using all reasonable means of communication, including, but not limited to, written notices to parents by mail (last known address) or community newspaper notices. In year-round schools, notices must be sent to parents and staff of all tracks, regardless of whether they are in session or not.
- Notification of orientation and election meetings must be sent to all parents in writing, with return sign-offs indicating an intention to attend.(see Attachment B)
- Written notice of at least 10 working days prior to the election, must be provided to staff and students of the school.
- Schools must provide SSC orientations to all stakeholder groups represented on the council, at least five (5) working days prior to the election.
- Elections must be held at least five (5) working days after orientations have been conducted and ten (10) working days after notices were sent to stakeholder groups. This includes the election of members, the election of officers and elections to fill mid-year vacancies.
- Each school must have more than 20 parents present in order to conduct the SSC parent election, except in schools with fewer than ten teachers or fewer than 300 students.
- Schools may assure additional continuity by electing non-voting alternate members, who become voting members in the event of a mid-term vacancy on the council.
- At year-round schools, alternates may be elected for teachers and parents and may vote during the off-track time of regular teacher members and during the off-track time of the students of regular members. However, it is important that the terms of service as an alternate and the clear delegation of voting for the regular and alternate member be specified. The alternate may only vote when the



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

regular teacher member is off track and for parents when the student of the regular member is off track. The alternate may not vote when the member is on track or absent for any other reason. An informal sharing of membership is not supported by statute.

- All schools, including schools on a year-round calendar, must have only one SSC, not one for each track.
- The school principal is the **only** automatic member on the SSC. It is strongly recommended that the principal not serve as the SSC chairperson.
- It is a common practice to elect members for a staggered two-year term, with elections for half of the members held in **even** years, and half in **odd** years.
- Council members are elected by peers. Membership on the SSC is determined by ballot. No voting by proxy.
- School staff representatives and student representatives must be elected prior to the election of parent and/or community representatives.
- The principal is responsible for staff, student, and parent elections and should jointly supervise all elections. The elections of various stakeholder groups that represent employees of the District, shall be conducted by their respective bargaining units, through their elected representatives. The principal may participate in the counting of the ballots in any such election.
- Election of members and officers shall be concluded by the last Wednesday of August for Year-Round schools, and by the second Wednesday of October for Single Track schools. Elections of members and officers must be held in the year in which the members and officers will serve.

4 Officers

In order to conduct business effectively, the Council will need officers with stated responsibilities and authority, including:

- A chairperson to organize, convene and lead meetings of the Council
- A vice-chairperson to serve in the absence of the chairperson
- A secretary to record events and actions taken at Council meetings
- A Parliamentarian to resolve questions of procedure, often with the help of “Robert’s Rules of Order”.
- Other officers needed to perform stated duties in support of the work of the council. All officers must be elected annually by the SSC members. There are no automatic officers.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

5. By-Laws

- While not required by law, it is good practice for a council to adopt bylaws to guide its actions.
- Bylaws may clarify such matters as the terms and election procedures of the council members and officers, meeting times, quorum and attendance procedures. Bylaws shall be dated and signed by all the officers and submitted to the Local District Superintendent or designee and are effective upon approval by the Local District Superintendent or designee.
- **Bylaws may not contradict Federal, State or District policy.**

6. Rules of Order and Records

- SSC must operate according to the following rules:
 - It is strongly recommended that School Site Council meetings be conducted for a minimum of 60 minutes.
 - In order to carry out its responsibilities, the SSC is generally expected to meet at least monthly. A minimum of eight (8) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
 - The SSC shall approve the minutes of each of its meetings which become the official record of the SSC's actions and deliberations.
- The SSC must maintain records of orientation and election meeting announcements; ballots; minutes; attendance sheets; agendas and handouts; recommendations and actions from each Council meeting; official correspondence; a copy of the school's approved Bylaws and evidence of input from school advisory committees.
- SSC documentation must be kept in a secure location and be made available for review during District, state and federal compliance reviews. All documents are to be kept on file for a period of five (5) years.

7. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Notification of orientation and election meetings must go out to all parents in writing, with return sign-offs indicating an intention to attend (see Attachment B).
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.

8. Agenda Procedures

School Site Councils operate under the Greene Act.

- The Council cannot act on an item not described on the posted agenda unless, by unanimous vote, if it finds a need for action unknown when the agenda was posted.
- Questions and brief statements of “no impact on pupils or employees” that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the Council must reconsider the item at its next meeting, after allowing for public input on the item.
- All documents must be provided in a language the parents can understand.
- Each agenda shall contain an opportunity for public comments to allow discussion on any item within the subject matter of the council. The SSC should establish the length of time afforded each speaker during public comments. The length of time should be reasonable (2 to 3 minutes) and shall be afforded each member of the public.
- School council meetings are public meetings discussing District policy matters. Therefore, staff, council members, or members of the public have a right to make audio recordings of the meetings.

9. Administrative Responsibility

Per CA Education Code 52852.5, principals have a responsibility to inform all stakeholder groups of the function and purpose of the School Site Council and the provisions of this bulletin.

Councils operate under the *LAUSD Operating Norms for Advisory Committees and School Site Councils* and include criteria for conduct of members participating in meetings. All members must sign this form (see ATTACHMENT A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

The school principal shall have the responsibility for the proper functioning and implementation of the SSC. The principal is responsible for staff, student, and parent elections and should jointly supervise all elections. The election of classroom teachers shall be conducted by their elected representative. The principal may take part or observe the counting of the votes of any stakeholder election to elect representatives to the council.

The principal may not veto any decision made by the SSC. The principal has the following duties:

- Be a voting member of the Council
- Administer the school-level activities of the approved Single Plan for Student Achievement
- Provide information and guidance to the Council
- Provide the necessary support for proper elections of staff, students and parents
- Make all possible efforts to provide interpretation services and translation of written materials

No council member, including the principal, may appoint someone else to vote in his or her place.

Council meetings should be arranged at a time convenient for all members. It is recommended that meeting time does not interfere with the educational time spent with the students.

Any materials provided to a school site council shall be made available to any member of the public who requests the materials, as outlined in the California Public Records Act.

The school must retain council documentation for five years including election, orientation and meeting announcements; verification of parent and community documentation; agendas; sign-ins; minutes; motion forms; advisory committee recommendation forms; and SSC decision forms (see Attachments C-H). Current copies of these documents must be readily available at the school site for public review.



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COMPENSATORY EDUCATION ADVISORY COMMITTEES

School Compensatory Education Advisory Committee (CEAC)

1. Functions of the CEAC

Committee members shall receive training so they may advise and make recommendations in writing to the principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students.

Additionally, the Committee shall participate in the following (Board Rule 1370):

- Assessment of educational needs
- Establishment of priorities
- Planning of the educational program and budget resources
- Evaluation of the school and its academic effectiveness

2. Composition of the CEAC

Parent Members

A parent is a person who is the mother, father or legal guardian (evidenced by a current court order demonstrating control over the educational rights of the child) of a student attending the particular school, but who is not employed at the school attended by such student. Certified letters, notarized letters or affidavits may not be used in place of a current court order.

Community Members

A community member is defined as an adult who resides within the school attendance boundary or works full-time in the attendance boundary, and who is neither a regular day-school student, nor a parent, nor a member of the staff, administration, or classified staff of the school with which the Council is affiliated. **Schools must verify parent/community member requirements** and keep copies of verification documentation for five years.

Documentation for parents will consist of the Pupil Accounting Reports (PAR) which list the parent's name and information regarding the enrolled child.

Documentation for community members residing within the attendance boundaries of the school includes:

- current California driver's license or CA identification card; or
- property tax receipts; or
- rent payment receipts; or
- utility payment receipts; or
- official identification documentation from consular offices.



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Documentation for community members working in the attendance boundaries of the school will include:

- a signed affidavit from employer on letterhead indicating the address of the business or
- a pay stub including the business address.

Self-employed community members must provide evidence that the majority of their business day is spent in the attendance boundaries of the school. Documentation for self-employed community members will include:

- property tax receipts for business; or
- rent payment receipts for business; or
- utility payment receipts for business.

Other Members

Other members may be from any of the groups listed below (Board Rule 1370):

- Community members
- PTA/PTSA
- School support groups
- Faculty
- Classified employees
- Paraprofessionals and/or school-employees
- Community Representatives
- Students (secondary school)

Targeted Assistance Schools

Parent representatives shall be elected by the parents of pupils participating in a program of compensatory education at that school (Education Code 54425). Parent members of CEAC shall constitute a 51% majority of the membership.

School-wide Program Schools

All parents are eligible to become members. Parent representatives shall be elected by parents.

3. Election Regulations

- Public notice stating the purpose and time of the meeting at which elections will be conducted shall be given at least ten (10) working days prior to such meeting using all reasonable means of communication, including, but not limited to, written notices to parents, mailed and/or community newspaper notices. In year-round schools, notices must be sent to parents and staff of all tracks, regardless of whether they are in session or not.
- Notification of orientation and election meetings must be sent to all parents in writing, with return sign-offs indicating an intention to attend. (see Attachment B)



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- Orientation and election notices must be posted in a visible and accessible location at least five (5) working days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.
- Each representative shall be a member of the group from which he/she is elected and, for purposes of determining composition, shall be considered as a representative of only the group that has elected him/her (Board Rule 1370) to the Committee.
- A community member elected as a representative shall have no special eligibility requirements other than the requirement to reside or work within the school attendance boundaries and be neither a regular day-school student, nor a parent, nor a member of the staff, administration, or classified staff of the school with which the committee is affiliated.
- All elected members shall have equal voting rights.
- Committees shall be composed of no fewer than **nine** members (Board Rule 1370). Membership may be for a one-year or two-year term, as specified in the Committee's bylaws.
- Each school must have more than 20 parents present in order to conduct the CEAC parent elections, except in schools with fewer than ten teachers or fewer than 300 students.
- The principal is responsible for CEAC orientations and elections.
- Election of members and officers shall be concluded by the last Wednesday of August for Year-Round schools and the second Wednesday of October for Single Track schools.

4. Officers

- The officers of a CEAC shall consist of a chairperson, vice-chairperson, secretary, and other officers included within the bylaws.
- Any member of the CEAC is eligible to be an officer of the committee. Officers are elected by the entire CEAC voting membership. All officers must be elected annually by the CEAC members. It is recommended that a parent be the chairperson of the committee.
- All parents of eligible students shall elect representatives and alternates to serve on the local district CEAC.
- All parents of eligible students, in attendance at the election, may participate in the election of the representative and alternate. Community members may be elected by parents to serve as the representative or alternate but do not participate in the vote for the representative or alternate.



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5. Bylaws

- Each CEAC is responsible for writing its bylaws.
- Bylaws are to include term limits for its CEAC members.
- Bylaws shall be dated and signed by all the officers and submitted to the Local District Superintendent or designee and are effective upon approval by the Local District Superintendent or designee.
- Bylaws may not contradict Federal, State or District policy.

6. Rules of Order and Records

CEAC's must operate according to the following rules:

- In order to carry out its responsibilities, the CEAC is generally expected to meet at least monthly. A minimum of eight (8) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
- It is strongly recommended that CEAC meetings be conducted for a minimum of 60 minutes.
- The CEAC shall approve the minutes of each of its meetings which become the official record of the CEAC's actions and deliberations.

The CEAC must maintain records of the following:

- Orientation and election meeting announcements; ballots; minutes; attendance sheets; agendas and handouts; recommendations and actions from each Committee meeting (including all recommendations made from the CEAC to the School Site Council).
- Official correspondence
- A copy of the school's approved Bylaws.
- CEAC documentation must be kept in a secure location and be made available for review during District, state and federal compliance reviews. All documents are to be kept on file for a period of five (5) years.

7. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.



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- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Notification of orientation and election meetings must go out to all parents in writing, with return sign-offs indicating an intention to attend (see Attachment B).
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.

8. Agenda Procedures

Compensatory Education Advisory Committees operate under the Greene Act.

- The Committee cannot act on an item not described on the posted agenda unless, by unanimous vote, if it finds a need for action unknown when the agenda was posted.
- Questions and brief statements of “no impact on pupils or employees” that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the Committee must reconsider the item at its next meeting, after allowing for public input on the item.
- All documents must be provided in a language the parents can understand.
- Each agenda shall contain an opportunity for public comments to allow discussion on any item within the subject matter of the Committee. The CEAC should establish the length of time afforded each speaker during public comments. The length of time should be reasonable (2 to 3 minutes) and shall be afforded each member of the public.
- School committee meetings are public meetings discussing District policy matters. Therefore, staff, Committee members, or members of the public have a right to make audio recordings of the meetings.

9. Administrative Responsibility

- Committees operate under the *LAUSD Operating Norms for Advisory Committees and School Site Councils* and include criteria for conduct of members participating in meetings. All



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members must sign this form (see Attachment A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.

- The school principal shall have the responsibility for the proper functioning and implementation of the CEAC. A minimum of eight meetings must be held each school year. The orientation and election meetings are in addition to regularly scheduled meetings.
- The members shall be trained regarding their roles and responsibilities. Training is the responsibility of the principal, with the support of the Local District Superintendent or designee. It is strongly recommended that training be conducted by the local school within a month of the election.
- All documents must be provided in a language the parents can understand.
- Each agenda shall contain an opportunity for public comments to allow discussion on any item within the subject matter of the committee.
- School committee meetings are public meetings discussing District policy matters. Therefore, staff, council members, or members of the public have a right to make audio recordings of the meetings.
- Any materials provided to a Compensatory Education Advisory Committee shall be made available to any member of the public who requests the materials, as outlined in the California Public Records Act.
- The school must retain council documentation for five years including election, orientation and meeting announcements; verification of parent and community documentation; agendas; sign-ins; minutes; motion forms; advisory committee recommendation forms; and SSC decision forms (see Attachments C-H). Current copies of these documents must be readily available at the school site for public review.

10. Delegation of Authority

- School advisory committees on compensatory education programs may designate a SSC established pursuant to Education Code section 52852 to function as the school advisory council on compensatory education (Education Code 54425).
- The CEAC may delegate authority to an established SSC (Education Code sections 52870 and 54425), provided that the CEAC membership has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SSC (not to exceed two years).



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- This action shall be reflected in the minutes of the applicable statutory council.

The process for delegating authority must include the following steps:

- Elect a CEAC with identifiable members (election meeting).
- CEAC members need to be informed and knowledgeable of their legal responsibilities before they vote to delegate.
- At a scheduled CEAC meeting, discuss and vote by ballot to delegate the CEAC legal responsibilities to the SSC. Record this decision in the CEAC minutes.
- The CEAC is responsible for election of representatives to the Local District CEAC.
- The SSC at its next regularly scheduled meeting must vote to accept the responsibilities, record this decision in the minutes; maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location.
- Clarify all CEAC legal responsibilities to the School Site Council. SSC members must be trained and address all CEAC responsibilities.
- The SSC may form a CEAC subcommittee or the SSC as a whole may adopt the responsibility.
- If the SSC forms a CEAC subcommittee, the subcommittee must provide, in writing, advice to the SSC. The subcommittee needs to advise and comment on proposed Compensatory Education expenditures.
- The subcommittee must meet all the requirements of committees as per Board Rule 1370. The members shall be trained regarding their roles and responsibilities.

Responsibility

- The school principal shall have the responsibility for the proper functioning and implementation of the SSC.
- Advisory subcommittee's recommendations and reports must be reflected in the minutes and submitted to the SSC in written format (see Attachment B). Decisions and actions taken need to be documented in the minutes.



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LOCAL DISTRICT COMPENSATORY EDUCATION ADVISORY COMMITTEE (LDCEAC)

1. Functions of the Local District CEAC

- Assist the district in implementing specific aspects of the Compensatory Education Program
- Provide parents of participating children with information relating to the Compensatory Education Program
- Provide parents with a comprehensive parent education program designed to help their children at home
- Encourage parents to be more involved in the education of their children through the Compensatory Education Program

2. Composition

- A representative and an alternate must be elected at each school by all parents of children participating in the Compensatory Education (CEAC) Program.
- Any member of the Committee is eligible to be an officer of the committee, *if that member has participated for two terms on a CEAC committee. That requirement may be met if the member has participated simultaneously at the school level and at the Local District level.* It is strongly recommended that preference be given to a parent representative for the office of chairperson.
- The elected representative shall be any member of the CEAC.
- Elected members to the DAC must consist of at least two-thirds parents for each LDCEAC.
- No person may be elected to represent more than one school as a representative or alternate concurrently in a school year. The second designation will be null and void.
- An alternate may attend Local District meetings but shall represent the school only when the elected representative is absent.

3. Election Regulations

- Election of officers and representatives to DAC must take place during the regularly scheduled November meeting.
- Certification forms shall be sent to the Parent Community Services Branch in November, after the Local District Superintendent certifies that the elections were conducted correctly and the Committee is properly formed.



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4. Members

- Each LDCEAC shall have one representative from each Title I school within that Local District.
- Parents of compensatory education students shall constitute at least a majority of the LDCEAC.

If it at the initial meeting of the LDCEAC there are fewer than 2/3 of school parents of compensatory education children, the following procedure must be implemented at the first meeting to correct this situation:

- The names of schools with non-parent representatives shall be put into a drawing pool.
- A drawing from this pool shall be held, under the auspices of the Local District Superintendent or designee, for an appropriate number of school representatives to ensure a majority of parent representatives.
- Schools identified from the pool shall elect a parent representative from their CEAC. If the alternate representative from these schools is a parent, the CEAC may designate this parent as its representative.

5. Bylaws

The Local District Compensatory Education Advisory Committee (LDCEAC) shall function under the District Advisory Committee (DAC) bylaws; however bylaws may not contradict Federal, State or District policy.

Per the LDCEAC bylaws “**any member who misses three consecutive meetings shall no longer be eligible to be a member of the Local District Compensatory Education Advisory Committee.**”

6. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.



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7. Agenda Procedures

- Local District Compensatory Education Advisory Committees are governed by the Ralph M. Brown Act.
- The Committee cannot act on an item not described on the posted agenda unless, by two-thirds vote, it finds a need for action unknown when the agenda was posted.
- No action can be taken on items not on the agenda, except brief responses to public testimony or requests for clarification from or references of matters to staff.
- If these procedures are violated, the actions of the committee may be considered null and void.
- All documents must be provided in a language the parents can understand.
- The public may address the Committee on any agenda item, before or during the deliberations of the item or during a public comment period. The committee should establish rules which set the length of time for public comment (two to three minutes) and establish when, during deliberations, the public speakers will be recognized.
- The committee may conduct only public votes, with no secret ballots. Voting must take place by: members voting openly; or by members using ballots which allow the public to identify the voting members; or by members voting during a roll call process if requested by a majority of members. Any ballots used are subject to disclosure and may be requested by members of the public per the California Public Records Act.

8. Administrative Responsibility

Committees operate under the *LAUSD Operating Norms for Advisory Committees and School Site Councils* and include criteria for conduct of members participating in meetings. All members must sign this form (see Attachment A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.

The Local District Superintendent, with the support of the Parent Community Services Branch, shall have the responsibility for the proper functioning and implementation of the LDCEAC.



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DISTRICT ADVISORY COMMITTEE (DAC)

1. Functions of the DAC

- Assist the LAUSD in planning an instructional program that will help compensatory education students meet district and state learning standards
- Participate in the district compensatory education planning activities
- Provide advice, assistance and recommendations on compensatory education management, support programs, and evaluations, as they relate to state standards
- Disseminate information on the objectives of compensatory education programs
- Monitor legislation related to compensatory education

2. Composition

Each LDCEAC shall elect representatives and alternates to serve on the DAC, proportional to the compensatory education student population of the district (one parent representative per 5,000 students).

The DAC meetings include the following:

- Budget Subcommittee;
- Compliance Instruction Evaluation and Ed-Inservice Subcommittee;
- DAC Executive Board, Local District Chairpersons, Subcommittee Chairpersons and Agenda Planning; and
- DAC Monthly meeting

3. Election Regulations

Election of officers must take place during the regularly scheduled December meeting.

4. Members

- Parents of Compensatory Education students shall constitute a majority of the DAC.
- The alternate will represent the LDCEAC on the DAC only when its respective representative is absent.
- No person may be elected to represent more than one school as a representative or alternate concurrently in a school year.



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5. Bylaws

The DAC shall function under the DAC bylaws; however bylaws may not contradict Federal, State or District policy.

Per the DAC Bylaws, “membership in the DAC shall automatically terminate when a member is absent from three (3) consecutive regular or special DAC meetings” (Article IV, Section 7).

6. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.

7. Agenda Procedures

- The DAC meetings are governed by the Ralph M. Brown Act.
- The Committee cannot act on an item not described on the posted agenda unless, by two-thirds vote, it finds a need for action unknown when the agenda was posted.
- No action can be taken on items not on the agenda, except brief responses to public testimony or requests for clarification from or references of matters to staff.
- If these procedures are violated, the actions of the committee may be considered null and void.
- All documents must be provided in a language the parents can understand.
- The public may address the Committee on any agenda item, before or during the deliberations of the item or during a public comment period. The committee should establish rules which set the length of time for public comment (two to three minutes) and establish when, during deliberations, the public speakers will be recognized.



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- The committee may conduct only public votes, with no secret ballots. Voting must take place by: members voting openly; or by members using ballots which allow the public to identify the voting members; or by members voting during a roll call process if requested by a majority of members. Any ballots used are subject to disclosure and may be requested by members of the public per the California Public Records Act.

8. Administrative Responsibility

Committees operate under the *LAUSD Operating Norms for Advisory Committees and School Site Councils* and include criteria for conduct of members participating in meetings. All members must sign this form (see Attachment A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.

The Parent Community Services Branch administrator or the designee shall have the responsibility for the implementation and proper functioning of the DAC.



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ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Each school with more than 21 or more English learner students (including Special Education schools) shall establish an elected English Learner Advisory Committee (ELAC).

1. Functions of the ELAC

The ELAC must advise and make recommendations on the following four (4) legally required topics:

- Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English learners (EC 64001 [a])
- Assist in the development of the school's:
 1. Needs assessment
 2. Language census (R-30)
 3. Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c])

Additional responsibilities of the ELAC include:

- Advising the principal and staff on the school's program for English learners (EC 52176 [c], 62002.5)
- Electing and ensuring participation of at least one member to the Local District English Learner Advisory Committee (LDELAC) (5 CCR 11308 [b])
- Participate in and assist the LDELAC in the dissemination of information and materials related to all aspects of the *Master Plan for English Learners*
- Advise in the development of and approve the school's Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets.
- Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), especially those portions related to English learners and participation of parents of EL students (EC 64001 [c]).
- Participate in the development of the school needs assessment (EC 62002.5, 52176 [c])
- Assist with efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c])
- Assist in the development of school's language census (R-30)



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- Participate and assist the Local District English Learner Advisory Committee (LDELAC) in the dissemination of information and materials related to all aspects of the *Master Plan for English Learners*

2. Composition of ELAC

Parent Members

Parents and legal guardians (evidenced by a current court order demonstrating control over the educational rights of the child) of EL students, not employed by the District, shall constitute membership on the Committee in at least the same percentage as their children represent of the total number of pupils in the school. They shall not constitute less than a majority (51%) of the membership on this committee. Committees shall be composed of no fewer than nine members (Board Rule 1370). Certified letters, notarized letters or affidavits may not be used in place of a current court order.

Parents representing all identified non-English language groups in the school shall be encouraged to actively participate on the committee.

Other Members

The following groups should be represented on the Committee:

- School staff (teachers, paraprofessionals, classified employees)
- EL Students (secondary students are elected by the student body)
- Community members (includes parents of non-EL students)

A community member is defined as an adult who resides within school attendance boundary or works full-time in the attendance boundary, and who is neither a regular day-school student, nor a parent, nor a member of the staff, administration, or classified staff of the school with which the Committee is affiliated. **Schools must verify parent/community member requirements** and keep copies of the following documents for five years.

Documentation for parents will consist of the Pupil Accounting Reports (PAR) which list the parent's name and information regarding the enrolled child.

Documentation for community members residing within the attendance boundaries of the school includes:

- current California driver's license or CA identification card; or
- property tax receipts; or
- rent payment receipts; or
- utility payment receipts; or
- official identification documentation from consular offices.



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Documentation for community members working in the attendance boundaries of the school will include:

- a signed affidavit from employer on letterhead indicating the address of the business or
- a pay stub including the business address.

Self-employed community members must provide evidence that the majority of their business day is spent in the attendance boundaries of the school.

Documentation for self-employed community members will include:

- property tax receipts for business; or
 - rent payment receipts for business; or
 - utility payment receipts for business.
- These members shall be elected and constitute no more than 49% of the combined membership.
 - Parents of EL students participating in the school's English learner program shall elect parent members of the school ELAC and approve non-parent community members.
 - All elected members shall have equal voting rights.

3. Election Regulations

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.
- Each school must have more than 20 parents present in order to conduct the ELAC parent elections, except in schools with fewer than ten teachers or fewer than 300 students or schools with less than 100 EL students.
- The principal is responsible for ELAC orientations and elections.



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- Election of members and officers shall be concluded by the last Wednesday of August for Year-Round schools and by the second Wednesday of October for Single Track schools.
- 4. Officers
 - The officers of an ELAC shall consist of a representative, alternate, chairperson, vice chairperson, secretary, assistant secretary, and other officers included within the bylaws.
 - Any member of an ELAC is eligible to be an officer of the Committee, with the exception of the representative, alternate, chairperson, and vice-chairperson **who must be parents of English Learners, not employed by the district.** Officers are elected by the entire ELAC voting membership. All officers must be elected annually by the ELAC members.

5. Bylaws

Each ELAC is responsible for writing its bylaws. It is recommended that Bylaws be reviewed and/or revised every two years.

- While not required by law, it is good practice for a council to adopt bylaws to guide its actions.
- Bylaws are to include term limits for its ELAC members.
- Bylaws shall be dated and signed by all the officers and submitted to the Local District Superintendent or designee and are effective upon approval by the Local District Superintendent or designee.
- All local school bylaws must be aligned with the District English Learner Advisory Committee (DELAC) bylaws.
- **Bylaws may not contradict Federal, State or District policy.**

6. Rules of Order and Records

ELAC's must operate according to the following rules:

- In order to carry out its responsibilities, the ELAC is generally expected to meet at least monthly. A minimum of eight (8) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
- It is strongly recommended that ELAC meetings be conducted for a minimum of 60 minutes.
- The ELAC shall approve the minutes of each of its meetings which become the official record of the ELAC's actions and deliberations.

The ELAC must maintain records of the following:



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- Recommendations made to the School Site Council (SSC)
- Orientation and election meeting announcements; ballots; minutes; attendance sheets; agendas and handouts; recommendations and actions from each Committee meeting.
- Official correspondence.
- A copy of the school's approved Bylaws.

ELAC documentation must be kept in a secure location and be made available for review during District, state and federal compliance reviews. All documents are to be kept on file for a period of five (5) years.

7. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Notification of orientation and election meetings must go out to all parents in writing, with return sign-offs indicating an intention to attend (see Attachment B).
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies

8. Agenda Procedures

- English Learner Advisory Committees operate under the Greene Act.
- The Committee cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
- Questions and brief statements of "no impact on pupils or employees" that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the Committee must reconsider the item at its next meeting, after allowing for public input on the item.



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- All documents must be provided in a language the parents can understand.
- Each agenda shall contain an opportunity for public comments to allow discussion on any item within the subject matter of the council. The ELAC should establish the length of time afforded each speaker during public comments. The length of time should be reasonable (2 to 3 minutes) and shall be afforded each member of the public.
- School committee meetings are public meetings discussing District policy matters. Therefore, staff, Committee members, or members of the public have a right to make audio recordings of the meetings.

9. Administrative Responsibility

Committees operate under the *LAUSD Operating Norms for Advisory Committees and School Site Councils* and include criteria for conduct of members participating in meetings. All members must sign this form (see Attachment A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.

- In order to carry out its responsibilities, the ELAC is generally expected to meet at least monthly. A minimum of eight (8) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
- The school principal shall have the responsibility for the proper functioning and implementation of the ELAC.
- All documents must be provided in a language the parents can understand.
- Each agenda shall contain an opportunity for public comments to allow discussion on any item within the subject matter of the committee.
- The ELAC receives materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (EC 35174 [c]; 5 CCR 11308 [d]). Training is ongoing and shall be the responsibility of the principal, with the support of the Local District Superintendent or designee. It is strongly recommended that training be conducted by the local school within a month of the election.
- School committee meetings are public meetings discussing District policy matters. Therefore, staff, council members, or members of the public have a right to make audio recordings of the meetings.
- Any materials provided to an English Learner Advisory Committee shall be made available to any member of the public who requests the materials, as outlined in the California Public Records Act.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- The school must retain council documentation for five years including election, orientation and meeting announcements; verification of parent and community documentation; agendas; sign-ins; minutes; motion forms; advisory committee recommendation forms; and SSC decision forms (see Attachments C-H). Current copies of these documents must be readily available at the school site for public review.

10. Delegation of Authority

The ELAC may designate the SSC established pursuant to Education Code section 52852 to function as the school advisory council for English learners (Education Code 54425). The ELAC may delegate authority to an established SSC (Education Codes 52870 and 54425), provided that the ELAC has first been duly constituted, duly informed of the option, and have voted to waive its rights and to delegate its authority to the SSC (not to exceed two years).

This action shall be reflected in the minutes of the ELAC. However, an ELAC subcommittee must be formed with the same percentage of parents of EL students as reflective of the school's total EL student population. The subcommittee must make program recommendations, in writing for all students enrolled in a Master Plan program.

Consolidation is not possible in elementary schools with a 50% or greater LEP population and/or secondary schools with more than a 25% LEP population. (LAUSD Master Plan)

The process for delegating authority must include the following:

- Obtain approval from Local District EL Program Coordinator that the school is eligible for delegation of authority based on the number of EL students reported in R-30 data.
- Elect an ELAC with identifiable members (election meeting).
- ELAC members need to be informed and knowledgeable of their legal responsibilities before a vote to delegate takes place.
- During a scheduled ELAC meeting, discuss and vote by ballot to delegate the ELAC legal responsibilities to the SSC. Record this decision in the ELAC minutes.
- The ELAC is responsible for election of representatives to the Local District ELAC.
- The SSC at the next regularly scheduled meeting must vote to accept the ELAC responsibilities; record this decision in the minutes; maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. This documentation must be kept on file for five (5) years.
- Clarify all ELAC legal responsibilities to the SSC. SSC members must receive training on the legal responsibilities of the ELAC and address all ELAC responsibilities.
- The SSC is the decision-making council for the Single Plan for Student Achievement.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- An ELAC subcommittee must be formed with the same percentage of parents of EL students as reflective of the school's total EL student population. The subcommittee must provide, in writing, advice to the SSC. The subcommittee needs to advise and comment on proposed Title III and Education Impact Aid-Limited English Proficient (EIA-LEP) expenditures. It is mandatory that this subcommittee provide advice to the SSC on EL expenditures.
- The subcommittee must meet all the requirements of committees as per Board Rule 1370. The members shall be trained regarding their roles and responsibilities. Training is the responsibility of the principal or his/her designee with the support of the Local District Superintendent or designee.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

LOCAL DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (LDELAC)

1. Functions of the LDELAC shall include the following:

- Schedule monthly meetings to carry out the legal responsibilities of the committee
- Advise and assist the Local District Superintendent and staff in the development of school-level ELAC functioning in accordance with district policy and the District English Learner Advisory Committee (DELAC) bylaws
- Disseminate information regarding the *Master Plan for English Learners* to ELAC members on each LDELAC
- Advise the Local District Superintendent or designee on the program for English learners
- Assist and develop a budget with sufficient funds for the implementation of the Parent Component of the Master Plan
- Assist in planning and implementation of parent education and training, in accordance with the *Master Plan for English Learners*
- Participate in functions and activities sponsored by the LDELAC and DELAC
- Assist the DELAC in the development of the needs assessment

2. Composition

- Each school with 21 or more identified EL students (including special education schools) shall elect a representative and an alternate from its ELAC to serve on the LDELAC. The representative and alternate must be parents of EL students and not employed by the district.
- The alternate may attend LDEAC meetings but shall represent the school only when the elected representative is absent.
- The Local District Superintendent shall seek participation from parents representing all non-English language groups in the LDELAC.

3. Members



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- Parents and guardians of EL students (not employed by the district) shall constitute 100 percent of the LDELAC.
- No person may be elected to represent more than one school as a representative or alternate concurrently in a school year.

- Per the DELAC Bylaws, members will be terminated after three unexcused absences.

4. Election Regulations

- Election of officers and representatives to DELAC must take place during the regularly scheduled November meeting.
- Certification forms shall be sent to the Parent Community Services Branch (PCSB) in November, after the Local District Superintendent certifies that the elections were conducted correctly and the committee is properly formed.

5. Bylaws

The LDELAC shall function under the DELAC bylaws; however bylaws may not contradict Federal, State or District policy.

6. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Orientation and election notices must be posted in a visible and accessible location at least five (5) days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.

7. Agenda Procedures

- Local District English Learner Advisory Committees are governed by the Ralph M. Brown Act.
- The Committee cannot act on an item not described on the posted agenda unless, by two-thirds vote, it finds a need for action unknown when the agenda was posted.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- No action can be taken on items not on the agenda, except brief responses to public testimony or requests for clarification from or references of matters to staff.
- If these procedures are violated, the actions of the committee may be considered null and void.
- All documents must be provided in a language the parents can understand.
- The public may address the Committee on any agendized item, before or during the deliberations of the item or during a public comment period. The committee should establish rules which set the length of time for public comment (two to three minutes) and establish when, during deliberations, the public speakers will be recognized.
- The committee may conduct only public votes, with no secret ballots. Voting must take place by: members voting openly; or by members using ballots which allow the public to identify the voting members; or by members voting during a roll call process if requested by a majority of members. Any ballots used are subject to disclosure and may be requested by members of the public per the California Public Records Act.

8. Administrative Responsibility

- Committees operate under the *LAUSD Advisory Committees/Councils Norms for Operation* and include criteria for conduct of members participating in meetings. All members must sign this form (see Attachment A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.
- The Local District Superintendents, with the support of the Parent/Community Services Branch, shall have the responsibility for the proper functioning and implementation of the LDELAC.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

1. Functions of the DELAC

- The DELAC shall receive and disseminate information pertaining to all components of the *Master Plan for English Learners*.
- Additionally, the DELAC shall be responsible for the following tasks {Education Code 62002.5 and LAUSD Master Plan:
 - Review the *Master Plan for English Learners* on an ongoing basis and advise the District's governing board on the effectiveness of the Master Plan, including program goals and objectives
 - Assist in developing a district-wide needs assessment on a school-by-school basis
 - Assist in the development of the language census (R-30)
- While the above functions are mandated by law, the DELAC is also responsible for the following:
 - Making budgetary recommendations for all services provided to EL students
 - Advising and approving the District's Consolidated Application
 - Conducting monthly meetings in accordance with an agenda posted at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting
 - Publicizing time and location of District meetings
 - Planning the parent education and training program in accordance with parental needs and the *Master Plan for English Learners*
 - Participating in training sessions that assist members in carrying out their legal responsibilities, as specified in this section
 - Reviewing ongoing evaluation and progress reports from the local and central District
 - Monitoring the implementation of the *Master Plan for English Learners*



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

2. Composition

Each LDELAC shall elect representatives and alternates to serve on the DELAC proportionate to the EL student population of the District (one parent representative per 5,000 students).

The DELAC meetings include the following:

- Budget and Conference Planning Subcommittee;
- Student Health and Instruction Subcommittee;
- DELAC Jt. Officers and Agenda Planning; and
- DELAC Monthly meeting

3. Members

- Parents and guardians of EL students (not employed by the district) shall constitute all DELAC committee membership.
- The alternate will represent the LDELAC on the DELAC only when the respective representative is absent in accordance with DELAC bylaws
- Other members shall include one English learner elementary compliance adviser and one English learner secondary compliance adviser as resource personnel, without voting rights.
- All elected members shall attend regularly scheduled meetings as well as special and emergency meetings.
- No person may be elected to represent more than one school as a representative or alternate concurrently in a school year. The second designation will be null and void.
- Per the DELAC Bylaws, any member with three (3) unexcused absences to any regular or special call meeting, will be terminated.

4. Election Regulations

Election of officers must take place during the regularly scheduled December meeting.

5. Bylaws

The DELAC shall function under the DELAC bylaws; however bylaws may not contradict Federal, State or District policy.

6. Administrative Responsibility



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Committees operate under the *LAUSD Operating Norms for Advisory Committees and School Site Councils* and include criteria for conduct of members participating in meetings. All members must sign this form (see Attachment A). Staff will take appropriate action regarding any member who does not adhere to the Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.

- The Parent Community Services Branch administrator or the designee shall have the responsibility for the proper function and implementation of the DELAC.

7. Notice Procedures

- Notice of the meeting must be posted at the school site or other visible and accessible place at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- Meetings must be open to the public.
- The public may address the Council on any item within jurisdiction of the Council.
- Orientation and election notices must be posted in a visible and accessible location at least five (5) working days prior to the orientation and ten (10) working days prior to the election to allow equal access for community members. This includes the election of members, the election of officers and elections to fill mid-year vacancies.

8. Agenda Procedures

- The DELAC meetings are governed by the Ralph M. Brown Act
- The Committee cannot act on an item not described on the posted agenda unless, by two-thirds vote, it finds a need for action unknown when the agenda was posted.
- No action can be taken on items not on the agenda, except brief responses to public testimony or requests for clarification from or references of matters to staff.
- If these procedures are violated, the actions of the committee may be considered null and void.
- All documents must be provided in a language the parents can understand.
- The public may address the Committee on any agenda item, before or during the deliberations of the item or during a public comment period. The committee should establish rules which set the length of time for public comment (two to three minutes) and establish when, during deliberations, the public speakers will be recognized.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

- The committee may conduct only public votes, with no secret ballots. Voting must take place by: members voting openly; or by members using ballots which allow the public to identify the voting members; or by members voting during a roll call process if requested by a majority of members. Any ballots used are subject to disclosure and may be requested by members of the public per the California Public Records Act.

ASSISTANCE: For assistance, please contact the Local District Ombudspersons:

LD#1: Pat Reynosa	(818) 654-3629
LD#2: Sandra Caukin	(818) 755-5392
LD#3: Cheryl Newman	(310) 253-7183
LD#4: William Masis	(323) 932-2274
LD#5: Rudy Bernal	(323) 224-3131
LD#6: Anna Carrasco	(323) 278-3994
LD#7: Billie Thomas	(323) 242-1333
LD#8: Juanita Coleman	(310) 354-3485

For further information call Christopher Downing, Administrator, or Alvaro Alvarenga, Specialist, Parent Community Services Branch, at (213) 217-5272.

Operating Norms for Advisory Committees and School Site Councils

Please note that all parent advisory committees and school site councils fall under the purview of the District.

To ensure the effective conduct of committee/council meetings, I agree to abide by the following Operating Norms:

1. Respect the opinions of others even in the face of disagreement or differences.
2. Treat one another with respect, without ridicule or criticism.
3. Speak succinctly, in a volume and tone that are appropriate to professional settings.
4. Listen attentively while others are speaking and refrain from side-bar conversations and interruptions.
5. Respect the need for interpretation and translation services in all languages.
6. Although the advisory committee is a public body, respect the confidentiality of each member.
7. Mute all electronic devices (e.g., cell phones and pagers). If one must use a cell phone, he/she should discretely exit the room so as not to disturb others.
8. Refrain from bringing children to the meetings whenever possible.
9. Agree that meetings should be conducted orderly, openly and efficiently.
10. Adhere to District policies, Robert's Rules of Order and the Bylaws.
11. Honor the prescribed items on the meeting agenda, including start and end times.
12. Under no circumstances, threaten or engage in any verbal or physical attack on another individual including:
 - a. Pointing at fellow members, staff or the public.
 - b. Making derogatory comments related to ethnicity, race, sexual orientation, gender, age, disability, native language or religion of fellow members, staff or the public.
 - c. Shouting at other members, staff or the public.
13. Exercise decorum in debates including:
 - a. Confining remarks to the merits of the issue.
 - b. Refraining from attacking a fellow member's motives.
 - c. Addressing all remarks to the chairperson.
 - d. Avoiding the use of a member's name.
 - e. Refraining from speaking adversely on a prior approved action of the assembly no longer pending.
 - f. Refraining from speaking against one's own motion.
 - g. Reading from reports, quotations, etc. only without objection or with permission of the assembly.
 - h. Sitting down during a clarification by the chairperson. If a member is standing, and the chair begins to clarify a topic, the member is to be seated.
 - i. Refraining from disturbing the assembly, including: whispering, walking across the floor, or in any other way disturbing the assembly.

Consequences For Not Adhering to Operating Norms

I understand and agree to adhere to these Operating Norms for Advisory Committees and School Site Councils. I further understand that staff will take appropriate action regarding any member who does not adhere to the above-listed Operating Norms, or who otherwise engages in conduct so disruptive to the meeting that the meeting is not likely to continue unless such disruptive behavior is stopped. Such action may include, but is not limited to, suspension or removal from office or committee membership.

Printed Name

Signature

Date

BUL-4148.1
March 27, 2009

Los Angeles Unified School District
School, Family and Parent/Community Services

ATTACHMENT B

SAMPLE ORIENTATION/ELECTION ANNOUNCEMENT

Los Angeles Unified School District
(Insert School Name)

TO:

DATE:

FROM:

SUBJECT: ORIENTATION AND ELECTION ANNOUNCEMENT

You are encouraged to make a difference in the governance of our school by participating in this year's (insert council/committee name). An orientation has been scheduled to provide you with an understanding of the purpose of the (insert council/committee name) and to explain the election process. The orientation is scheduled as follows:

Date:

Time:

Location:

Everyone is invited to participate in the election, even those persons who do not wish to serve on the committee. Your support is needed to help our school elect motivated parent and/or community members.

The election is scheduled as follows:

Date:

Time:

Location:

Please return the tear-off below.

Name _____ Name of Child _____ Room Number _____

☐ Yes, I will participate in the committee/council
(Name) orientation and election on (insert dates and
times)

☐ No, I will not participate in the
(committee/council name) orientation
and election on (insert dates and times)

BUL-4148.1
March 27, 2009

Los Angeles Unified School District
School, Family and Parent/Community Services

ATTACHMENT C

SAMPLE MEETING ANNOUNCEMENT

Los Angeles Unified School District
(Insert School Name)
(Insert Committee Name)

TO:

DATE:

FROM:

SUBJECT: INSERT PURPOSE OF MEETING

Will be scheduled as follows:

Date:

Time:

Location:

SAMPLE AGENDA

Los Angeles Unified School District
(Insert School Name)
(Insert Committee/Council Name)
(Insert Date)

- I. Welcome / Call to Order.....Chairperson/Presidente
Bienvenida / Llamada al Orden
- II. Flag Salute
Saludo a la Bandera.....Member Name/Nombre del Miembro
- III. Roll Call/Minutes/Llamada al Orden Acta.....Secretary/Secretaria
- IV. Item 1
- V. Item 2
- VI. Item 3
- VII. Old Business/Asuntos Anteriores
- VIII. New Business/Asuntos Nuevos
 - (SSC agendas should include--Recommendations from Advisory Committees)
 - (CEAC and/or ELAC agendas should include--Recommendations to School Site Council)
 - (Single Plan for Student Achievement review and/or approval should be an item on the agenda at every meeting)
- VII. Announcement /Anuncios
- VIII. Public Comment/Comentarios del Público
- VIII Adjourment / Clausura

☐ **Next Meeting/ Fecha de la próxima reunión**

Person wishing to address the (insert committee/council name) on a subject to be considered at this meeting, are asked to sign the speaker's list before the scheduled meeting, stating the subject they wish to address, the organization they represent (if any), and the nature of their testimony. Time is set aside for individuals so desiring to speak on any topic NOT otherwise on the agenda (please see the detailed agenda for the public session). In any case, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

APPROVED BY: (Insert Chairperson Name and Administrator)

SAMPLE MINUTES
Los Angeles Unified School District
(Insert School Name)
(Insert Committee/Council Name)

Meeting Minutes
(Insert Date)

I. Call to order

[Name of Meeting Facilitator] called to order the regular meeting of the [Organization/Committee Name] at [time of meeting] on [date of meeting] in [Location of Meeting].

II. Roll call

[Name of Organization Secretary] conducted a roll call. The following persons were present: [List of Attendees]

III. Approval of minutes from last meeting

[Name of Organization Secretary] read the minutes from the last meeting. The minutes were approved as read.

IV. Open issues

- a) [Open issue/summary of discussion]
- b) [Open issue/summary of discussion]
- c) [Open issue/summary of discussion]

V. New business

- a) [School Site Council must include action taken on recommendations from Advisory Committees/summary of discussion]
- b) [Single Plan for Student Achievement review and/or approval should be an item on the agenda at every meeting]
- c) [New business/summary of discussion]
- d) [New business/summary of discussion].

VI. Recommendations to School Site Council from Advisory Committee

[Advisory Committees must include recommendations to School Site Council/summary of discussion]

VII. Adjournment

[Name of Meeting Facilitator] adjourned the meeting at [time meeting ended].

Minutes submitted by: [Name]

Minutes approved by: [Name]

SAMPLE MOTION FORM
Los Angeles Unified School District
(Insert School Name)
(Insert Committee Name)
(Insert Today's Date)

Motion Form/Formulario para proponer una moción

Please present all motions in writing / Por favor presente todas las mociones por escrito

NAME OF COMMITTEE/COUNCIL _____
NOMERE DEL COMITÉ/CONSEJO _____

Date / Fecha _____

I move that / Yo propongo que:

Moved by: / Propuesto por: _____

Member / Miembro _____
Alternate / Suplente _____

Seconded by: / Secundado por: _____

Member / Miembro _____
Alternate / Suplente _____

Quorum established ☐

_____ Number of members present

Motion Passed/La moción pasó ☐

Motion Failed/La moción no pasó ☐

In favor/A favor _____

Against/En contra _____

Abstentions/Abstenciones _____

Follow-up date / Fecha de seguimiento _____

Please note: Quorum must be established before any motions are made. All motions that are voted on by advisory committees or the School Site Council must be recorded in the minutes and be an item on the agenda. Include the item(s) voted upon by name (s) of persons both making it and seconding the motion. Record if motion was passed by vote count or by consensus.

SAMPLE ADVISORY COMMITTEE RECOMMENDATION TO SCHOOL SITE COUNCIL FORM
Los Angeles Unified School District

Official Recommendation to the School Site Council (SSC)/Correspondencia Oficial al Concilio Escolar (SSC)

Name of School: _____

	CEAC		ELAC
--	------	--	------

Meeting Date _____ Agenda Item/
Asunto en la Agenda _____

Identify program/Identifique el programa:	
<input type="checkbox"/>	School Wide Program (SWP) <i>Plan/Programa de toda la Escuela</i>
<input type="checkbox"/>	Targeted Assistance School (TAS) <i>Escuela de Asistencia Designada (TAS, por sus siglas en inglés)</i>

Data reviewed/Datos revisados:			
<input type="checkbox"/>	California Standards Test (CST)/ <i>Prueba de Normas Académicas de California</i>	<input type="checkbox"/>	Periodic Assessments/ <i>Asesoramiento Periódico</i>
<input type="checkbox"/>	California English Language Development Test (CELDT) / <i>Prueba de California del Desarrollo del idioma Inglés</i>	<input type="checkbox"/>	Needs Assessments Survey/ <i>Encuesta de Necesidades</i>
<input type="checkbox"/>	Annual Measurable Objectives (AMOs)/ <i>Objetivos Anuales Medibles</i>	<input type="checkbox"/>	Other / otro:

Single Plan for Student Achievement (SPSA) / Categorical Programs Budget Input

Plan Único para el Aprovechamiento del Estudiante (SPSA)/Presupuesto de Programas Categóricos Sugerencias:

- ☐ Program Improvement Action Plan(s) /*Plan(es) de Acción para Mejoramiento del Programa* _____
- ☐ Update/Actualizar _____
- ☐ Budget Adjustment Request /*Petición de Ajuste al Presupuesto* _____
- ☐ Annual Categorical Budgets Development/*Desarrollo de Presupuesto de Programas Categóricos Anual* _____
 - ☐ Process to Complete SPSA Annual Evaluation/*Proceso para completar la evaluación anual del SPSA* _____
- ☐ Plan Writing Development/*Desarrollo de Escritura del Plan* _____

Recommendation(s)/Actions (attach copies of SPSA action plan page(s) and/or data reviewed):

Recomendación(es)/Acciones (agregue copias de las páginas de planes de acción del SPSA y/o datos revisados):

Other Items /*Otros Asuntos:*

Signatures/Firmas:

CEAC or ELAC Chairperson /
Firma del Presidente del CEAC o ELAC

Secretary/Secretaria

Date Submitted to SSC/
Fecha sometido al SSC

=====

For School Site Council (SSC) use ONLY/Para usa del Concilio SOLAMENTE:
Reply/Actions/Respuesta/Acción(es):

Signatures/Firmas:

SSC Chairperson Signature
Firma del Presidente del SSC

Recommendation Review Date
Fecha del Reviso de recomendación(es)

Principal/Director(a)

Please note: Quorum must be established before any motions are made. All motions that are voted on by advisory committees or the School Site Council must be recorded in the minutes and be an item on the agenda. Include the item(s) voted upon by name (s) of persons both making it and seconding the motion. Record if motion was passed by vote count or by consensus.

SAMPLE SCHOOL SITE COUNCIL DECISION FORM
Los Angeles Unified School District
SCHOOL SITE COUNCIL DECISION FORM

Name of School: _____ **Meeting Date/Fecha de la Junta** _____

Agenda Item/Asunto en la Agenda _____

Data reviewed/Datos revisados:			
	California Standards Test (CST)/ <i>Prueba de Normas Académicas de California</i>		Periodic Assessments/ <i>Asesoramiento Periódico</i>
	California English Language Development Test (CELDT)/ <i>Prueba de California del Desarrollo del Idioma Inglés</i>		Needs Assessments Survey/ <i>Encuesta de Necesidades</i>
	Annual Measurable Objectives (AMOs) / <i>Objetivos Anuales Medibles</i>		Other / <i>otro:</i>

Single Plan for Student Achievement (SPSA) / Categorical Programs Budgets Input

Plan Unico para el Aprovechamiento del Estudiante (SPSA)/Presupuesto de Programas Categoricos Sugerencias:

- Program Improvement Action Plan(s) / *Planes de Acción para Mejoramiento del Programa* _____
- Update/Actualizar _____
- Budget Adjustment Request / *Peticion de Ajuste al Presupuesto* _____
- Annual Categorical Budgets Development/ *Desarrollo de Presupuesto de Programas Categoricos Anual* _____
 - Process to Complete SPSA Annual Evaluation/ *Proceso para completar la evaluación anual del SPSA* _____
- Plan Writing Development/ *Desarrollo de Escritura del Plan* _____

Motion/Moción:

Name of member making the motion:

/Nombre del miembro que hizo la moción: _____

Seconded by/Secundada por: _____

Vote Count/ Resultados de votación: _____

Signatures/Firmas:

School Site Council Chairperson
Firma del Presidente del SSC

Secretary/Secretaria

Principal/Director(a)

Please note: Quorum must be established before any motions are made. All motions that are voted on by advisory committees or the School Site Council must be recorded in the minutes and be an item on the agenda. Include the item(s) voted upon by name (s) of persons both making it and seconding the motion. Record if motion was passed by vote count or by consensus.

SAMPLE CORRECTION OF MINUTES FORM

Los Angeles Unified School District

(Insert School Name)

(Insert Committee/Council Name)

(Insert Today's Date)

Date of Minutes:

Page Number:

Section:

Paragraph:

Correction(s)

[illegible]

Member's Signature

Date _____

SAMPLE SPEAKERS LIST

Los Angeles Unified School District
(Insert School Name)
(Insert Committee/Council Name)
(Insert Date)

Speaker List for Agenda Items

Discussion/Action:

SPEAKER NAME	ORGANIZATION	SUBJECT

Presenter or guest speaker:

SPEAKER NAME	ORGANIZATION	SUBJECT

New Business

a. Discussion/Action:

b. Discussion/Action:

c. Discussion/Action:

SPEAKER NAME	ORGANIZATION	SUBJECT

Next Meeting Date

Approved by:

Persons wishing to address the (insert committee/council name) on a subject to be considered at this meeting, are asked to sign the speaker's list before the scheduled meeting, stating the subject they wish to address, the organization they represent (if any), and the nature of their testimony. Time is set aside for individuals desiring to speak on any topic NOT otherwise on the agenda (please see the detailed agenda for the public session). In any case, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

Deborah Diamond
22403 Holly Ct. CA, 91390
661-513-1303
ddiam3@sbcglobal.net

OBJECTIVE	A position as an elementary school teacher	
SKILLS PROFILE	<ul style="list-style-type: none">• Extensive experience teaching 1st, 2nd, 3rd, and 5th grade.• Worked with ELL students from level 1 through redesignation.• Trained in the ELD Practicum.• Served as Grade Level Chair for eight years.• Served on the School Site Council for five years.• Trained in Exll and Open Court reading programs• Trained in standards based instruction for Science and Math.• Third year participation in school-wide arts grant.• Taught Intervention class during off-track period• Trained in Writes Traits• Trained in California Formative Assessment and Support System• Master Teacher for two years.	
EMPLOYMENT HISTORY	<ul style="list-style-type: none">• 3rd Grade Teacher• 5th Grade Teacher Arminta Elementary School - LAUSD	<ul style="list-style-type: none">• July 2006 - Present• July 1998 - June 2006
	<ul style="list-style-type: none">• 2nd Grade Teacher Hankook Elementary School - Private	<ul style="list-style-type: none">• September 1992- June 1998
	<ul style="list-style-type: none">• 1st Grade Teacher Select Academy - Private	<ul style="list-style-type: none">• September 1990- June 1992
	<ul style="list-style-type: none">• Teaching Assistant or Tutor at various public and private schools.	<ul style="list-style-type: none">• 1983-1990
EDUCATION	<ul style="list-style-type: none">• Professional Clear Multiple Subject Teaching Credential• CLAD, passed 2008• Bachelor of Arts in Liberal Studies, major in Elementary Education California State University, Northridge 1990• Credential Courses, all required courses National University 1989-1990• CBEST, passed 1998	

Professional Experience

Local District 2, L.A.U.S.D.

2008 - Present

Administrator, Instructional Services

Assist Local District Superintendent in the administration of instructional support services Pre K-high school. Assist in the development and implementation of policies, programs, and strategic plans ensuring students achieve high academic standards. Collaboratively plan and implement professional development for administrators, teachers, and parents.

Local District 5, L.A.U.S.D.

Director, School Services

2005 - 2008

Supervision of 14 Title I schools, predominately Latino population. Responsibilities include: The supervision of Program Improvement Schools, Non-Reading First Schools, High Priority Grant Schools, and two California Distinguished Schools; Facilitating Principal, Assistant Principal Meetings, and Reading First Action Seminars; Sponsor of Special Education, Non-Reading First schools, ELD practicum roll-out, and Assistant Principal meetings.

Catskill Avenue Elementary School, L.A.U.S.D.

Principal

2000 - 2005

School-wide Title I, Bilingual and School Improvement programs, diverse student population 970 students (Pre-K - five), including two special day classes and a pre-school collaborative, Academic Performance Index: - exceeded goal each year since its inception, Reading Excellent Act Grant Awardees and Reading First recipient

Miles Avenue Elementary School, L.A.U.S.D.

Assistant Principal

1997-2000

Responsibilities included: Supervision of Instruction and Teacher Evaluation for 42 teachers, 78 Paraprofessionals, and Cafeteria and Custodial Personnel, Staff Development, Bilingual and Title I Programs, Monthly Parent Newsletter, Budgets (over \$1.5 M), Safety Plan, Supplies and Equipment, Fund Raisers, Grants and Action Teams.

24th Street School, L.A.U.S.D.

Coordinator/SB 65 Outreach Consultant

1992 to 1997

Technology Coordinator, Gifted Coordinator, Volunteer Coordinator, Language Appraisal Team Member. Responsibilities included: Staff development, Organization and planning for School Site Council and Student Success Team, Attendance and motivation programs, Community adopt-a-school program, Working with "At-Risk" students

Language Arts/Math Computer Lab Resource Teacher

1989 to 1992

Grades Pre-K to 6

Developed and coordinated school-wide computer labs, Formed technology steering committee, Lead teacher, paraprofessional and parent workshops, Project director for AB1470 technology grant writing and implementation.

Reading Resource Teacher, Grade 3, 5 and 6

1987 to 1989

Created monthly skill assessments for each grade level. Worked with primary student to improve language arts skills

118th Street School, L.A.U.S.D.

Teacher, Grade 4 and 5

1981 to 1987

Taught grades 4 and 5, modified bilingual class, Coordinator of school wide programs

95th Street School, L.A.U.S.D.

Teacher, Grade 5

1979 to 1981

Employed a variety of instructional methods to meet the needs of the students.

Education

Ed.D., Educational Leadership, Nova Southeastern University

M.S., School Administration, Pepperdine University, California

B.S., Elementary Education, North Adams State College, Massachusetts

Administrative Services Credential, California State University, Dominguez Hills

Lifetime California Teaching Credential, Multiple Subject, California State University, Dominguez Hills

Cross-cultural, Language and Academic Development Certificate (CLAD)

Mercedes Teresa Velazquez

Email: mercedes.velazquez@lausd.net

LAUSD Employee Number: 240628

9931 Dolan Ave.

Downey CA 90240

H (562)861-1967

W (818)755-5428

PROFESSIONAL EXPERIENCE

Director of School Service

North Hollywood, CA

Local District 2

April, 2005 to present

- Work directly with the Local District Superintendent to fully implement District CORE instructional initiatives and Superintendent Cortines' High Academic Achievement Action Plan
- Work directly with school administrators and leadership teams to plan, implement and monitor the action steps of the Single Plan for Student Achievement
- Assist, supervise and evaluate twenty one principals in instructional and operational leadership practices
- Provide professional development for principals on research based practices, analysis of summative and formative data, culturally relevant and responsive practices, Response to Instruction and Intervention framework and implementation
- Work with school administrators to implement differentiated supports for students with disabilities and at risk student to address far below and below outcomes
- Use school level data to determine beginning of the year Modified Consent Decree outcome baseline, set monthly targets, provide differentiated supports and measure progress through regular visitations and review of data

Principal, Del Amo ES

Carson, CA

Local District 8

August, 2000 to March, 2005

- Designed and implemented a strategic plan leading to instructional improvement and school wide implementation of a standards based curriculum based on data and the Principals of learning (Resnick)
- Planned and implemented a multi year professional development plan with instructional coaches, Achievement Council and LACOE to satisfy the requirements of II/USP, Title I Program Improvement and the school staff to introduce standards and incoming District programs to all stakeholders This led to a 128 point gain in the Academic Performance Index in 2003. Del Amo's ranking rose from a 4/3 to a 6/9, comparing API State Rank and Similar Schools rank.
- Planned and implemented activities to build cohesion among students parents and staff including a Harvest festival, an active PTO and a three day culmination trip for fifth grades to Catalina Island Marine Institute, an active

student led Student Council and purposeful student leadership opportunities for special needs students and others.

- Instituted a Conflict Resolution program to teach successful conflict mediation skills to third fourth and fifth grade students. These older students or “Peacemakers” would then teach younger students a differentiated conflict resolution curriculum under the supervision of key teachers and a volunteer group of retired psychologists and counselors. A grant from Toyota along with the dedication of these tireless volunteers made this possible.
- Obtained and maintained a variety of resources for students to include three separate adopters, an Attendance/Truancy Reduction Grant through the City of Carson, Carson Child Guidance and an active continuing relationship with Cal State Dominguez Hills
- Served as a District K Principal representative to the Institute for Learning: 3 years

**Principal, Dolores Street School
Local District 8/K**

Carson, CA

August, 1999 to June, 2000

- Facilitated all stakeholders in the development of categorical and governance plans culminating in the implementation of a periodic self monitoring activity based on the Program Quality Review (PQR). This came from the internalization of planning with state standards and recommendations from Reeves Making Standards Work, Mem Fox’s Radical Reflections: passionate Opinions on Teaching, Learning and Living and other professional readings engaged in by staff.
- Obtained private and District funding in a shortfall year for costly but essential professional development through the Achievement Council. Six Standards Teams were trained for four years on effective teaching strategies using state standards. This powerfully affected the team members learning as well as teachers who were not directly involved.
- Wrote for and worked collaboratively as a member of the Healthy Starts Initiative for the City of Carson.
- Collaboratively planned and implemented a Conflict Mediation program for staff, students and parents cited as “exemplary” by the State of California.
- Began implementation and obtained non District funding to furnish a Parent’s Center at Dolores St. ES

**Principal, Gardena ES
August, 1986- June, 1991**

Gardena ES

- Involved all stakeholders in problem solving and collaborative decision making. This facilitated adjustment from the UTLA Strike Action
- Instituted and led Local School leadership Council members through the development of a Discipline Code including an explicit set of student behavioral expectations and consequences (positive and negative)

- Planned and organized for the school to transition to a year round schedule

**Assistant Principal, Hoover ES
1984-1991**

Los Angeles, CA

- Supervised instruction, evaluated teachers and administered a smaller learning community of one year round track of approximately 900 students
- Provided professional development and parent education for Spanish, Korean and Vietnamese bilingual programs
- Senior Assistant Principal in charge in Principal's absence

ACADEMIC BACKGROUND AND CREDENTIALS HELD

- Bachelor of Arts and Standard Elementary Credential
Loyola Marymount University 1975
- Bilingual/ Bicultural Credential
California State University Long Beach 1980
- Master of Science/ Administrative Credential
Pepperdine University 1981

Debra McIntyre Sciarrino

1515 Folkestone Terrace, Westlake Village, CA 91361

Tel: 805.575.2556 Cell: 805.405.4562 dsm1828@lasus.net, LAUSD Employee #671828

PROFESSIONAL OBJECTIVE

Secure a secondary principal position with a district that encourages professional development and desires administrators who are dedicated to serving the needs of all students.

EDUCATION

Administrative Service Tier II, National University, Sherman Oaks, 06/05
Administrative Service, California Lutheran University, Thousand Oaks, 06/01
MS, Counseling/Guidance, California Lutheran University, Thousand Oaks, 08/99
MA, Education, Pepperdine University, Culver City, 04/93
BA, Political Science, Pepperdine University, Malibu, 06/84

CREDENTIALS

Professional Administrative Services
Pupil Personnel Service
Professional Clear Single Subject, Social Science
CLAD

EXPERIENCE

LAUSD, Local District 2, North Hollywood, CA

INSTRUCTIONAL COORDINATOR PREK -12 10/08 - present

- Supervision of ELA Experts, ELA Advisor and Coaches
- Creation and implementation of Professional Development for principals, assistant principals, teachers, and coaches
- Creation of 6th grade ELA curriculum
- Management of LD2 Williams textbook audit process

James Madison Middle School and Magnet, North Hollywood, CA

ASSISTANT PRINCIPAL 08/05 - 10/08

- Supervision evaluation of instruction, STULL process, course syllabus, intervention programs, curricular trips/school excursions, guest teachers
- Program Improvement Year 4 restructuring process
- Professional development program
- New Teacher professional development and BTSA
- Management of budgets; textbook, Arts Grant SB1131, Title I, ELL
- Weekly Bulletin and Monthly Community Newsletter
- Back-to-School Night and culmination

San Fernando Middle School, San Fernando, CA

ASSISTANT PRINCIPAL 07/04 - 08/05

- Development of three small learning communities

- Supervision evaluation of English teachers, intervention programs, after school tutoring
- Daily operation of Attendance Office
- Created attendance reward incentive program
- Management student body activities, budget, student store, yearbook
- Created student handbook/agenda
- Culmination and related activities

Westlake High School, Westlake Village, CA

DEAN OF ACTIVITIES

10/03 to 06/04

- Supervision evaluation of Social Science, Art teachers and clerical staff
- Management student body activities, cheer, dance, band, choir, drama, ASB budget, and student store operations
- Graduation and related activities
- Supervision school publications yearbook, newspaper, literary magazine, student handbook, and weekly bulletin
- Ninth and tenth grade discipline and attendance

Sylmar High School, Sylmar, CA

ASSISTANT PRINCIPAL

08/01 -10/03

- WASC Accreditation process
- Supervision of instruction, course descriptions, developed of homework policies, STULL process, implementation of intervention programs
- Supervision of five small learning communities
- Professional development program
- School wide assessments including CAT-6, CAHSEE and CELDT
- Management of budgets; Perkins, textbook budget, ASB, Title I
- Graduation and related senior class activities
- Daily operation of Attendance Office
- Developed senior attendance/graduation policy
- Student body activities, cheer, flag, drill team, band
- Title IX compliance

HIGH SCHOOL COUNSELOR

05/99 - 08/01

- Perkins Counselor/Coordinator
- Managed and developed Perkins budget
- IMPACT coordinator
- Math Science Magnet Counselor

Olive Vista Middle School, Sylmar, CA

SECONDARY TEACHER

09/95 - 05/99

- Dean of Students
- LAUSD Mentor Teacher
- Middle School Advisory Program coordinator
- Social Science department chair
- New Teacher professional development coordinator
- Parent Center teacher representative
- Planned cluster Parent Technology Training
- Member: LSLC, ITT, PQR Team, MTA, UCLA/LEARN

- YWCA Week Without Violence coordinator
- 7th grade Lead Teacher
- IMACT group leader

Oak Park High School, Oak Park, CA

SECONDARY TEACHER

07/92 - 06/95

- Taught psychology, life skills, journalism, English III, keyboarding, math A, accounting, physical education
- Student Activities Director
- Developed course articulation agreement with Ventura County Community College District
- Club advisor; Junior Class, CSF, Journalism
- Member Ventura County Tech-Prep Consortium
- Member Faculty Communication Committee, Site Council, National Blue Ribbon, California Distinguished School

Oak Park Unified School District, Oak Park, CA

SUBSTITUTE TEACHER

09/91 - 06/92

- Daily and long-term assignment grades K-12, special education, RSP, and alternative high school

OTHER VOCATIONAL EXPERIENCES

University of Phoenix, Southern California Campus, CA

PROFESSOR

07/04 - present

- Teacher Credential/Master of Arts, Education Program

Flower Fetish, Century City, CA

SOLE PROPRIETOR

02/88 - 09/91

- Owner/business manager of retail floral shop
- Managed daily sales operation, five person staff
- Negotiated with mall management, suppliers, growers
- Developed marketing, advertising promotional plan
- General accounting

Whitehall Laboratories, Los Angeles, CA

SALES REPRESENTATIVE

11/86 - 02/88

- Maintained and expanded sales accounts doctors' private practice, medical/emergency clinics

AWARDS

Los Angeles City Certification of Appreciation for "Efforts and Support Toward Parent Involvement"

Los Angeles City Award of Recognition for "Outstanding Contribution to Community's Young Adults"

Los Angeles Unified School District Award for recognition for "Teen Outreach Program"

Daily News Peoples' Choice Award "Best Teacher, Conejo Valley"

Cristina Salas

Objective To obtain an elementary resource specialist teaching position in grades K-5. Working collaboratively with general ed. teachers and administration to ensure that both special ed. and general ed. students' needs are being met. Promoting positive relationships with parents and students to facilitate their active involvement in creating and implementing IEP's. Helping the school to meet all outcomes of the Modified Consent Decree.

Experience July 2007-present Camellia Ave. Elementary North Hollywood, CA

Special Education Teacher (Kindergarten Collaborative; Resource Specialist)

- Collaboratively plan and implement lesson plans that meet students' needs and IEP goals
- Write IEP's that are in compliance with all state and federal mandates
- Act as facilitator in IEP meetings
- Provide professional development for staff
- Create a schedule using the collaborative model to provide RSP services in the general ed. classroom
- Attend trainings in writing compliant IEP's, Behavior Support Plans, and Instruction
- UTLA chairperson; Support Provider for CSUN intern

July 1998-June 2007 Camellia Ave. Elementary North Hollywood, CA

General Education Teacher (S.R.L.D.P.; Kindergarten)

- Planned and implemented developmentally appropriate lesson plans
- Trained and planned with paraprofessional
- Provided Parent Workshops in reading and math
- Attended trainings in OCR, LUCI Institute in Math, ELD Institute & Practicum, DLM, RESULTS, CELL, School Improvement, District Budget and attended the Kindergarten Conference
- School Site Council Representative; Grade-Level Chairperson; UTLA representative; Support Provider for new Teachers

Aug. 1988-June 1998 Camellia Ave. Elementary North Hollywood, CA

Paraprofessional

- Collaborated with teachers to plan and implement lessons in Spanish Reading Instruction and Math
- Acted as facilitator and translator between parents and teacher
- School Site Council Representative; Local 99 Representative
- Outstanding Teacher Candidate

Education and Credentials B.A. in Liberal Arts from Cal State University Northridge (1998)
Professional Clear Multiple Subject Teaching Credential (California) with supplementary authorization in Mathematics; CLAD emphasis
Preliminary Education Specialist Credential (California): Mild to Moderate Disabilities

References References are available on request.

PIA C. SADAQATMAL

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23909 Via Bocina
Valencia, CA 91355
(818) 687 – 8077
E-mail: pcs9151@lausd.net

EDUCATION / ACHIEVEMENT

Masters in Education (M.Ed) – University of California Los Angeles, June 2004, GPA = 4.0

Professional Clear Multiple Subject, CLAD Emphasis Credential – June 2003

Bachelor of Science in Business Administration – California State University, Northridge, June 1999
Concentration in Finance – Graduated with Honors

EXPERIENCE

Local District ELD/Access To Core Expert

August 2009 – Present

Title I and EL Coordinator

July 2008 – June 2009

Arminta Street Elementary School (Local District 2) – North Hollywood, CA

Professional Development and Training

- Designed and conducted the following Professional Development for teachers:
 - Lesson study for Kindergarten teachers focusing on Multi-level differentiation, the use of the ELD Instructional tool, and enhancing ELD lessons
 - Identifying power standards for each grade level in Language Arts and Math
 - Identifying focus students who scored Basic in the CST and using data to design individualized action plans for students with the goal of each student scoring Proficient
 - Additional training for teachers in grades K-5 focusing on enhancing ELD lessons, and applying ELD Strategies across the curriculum to provide access to core for all English Learners
 - Standards-Based Independent Work Time (IWT) for Language Arts in grades K-5
 - Conducted the ELD Modules Training for all teachers in grades K-5
 - Training on CELDT and CST administration and student test preparation
- Developed and delivered the following Professional Development for Teacher Assistants:
 - The use of ELD strategies during Independent Work Time (IWT)
 - Effective utilization of the ELSG component of OCR
 - Implementing Local District 2's three practices (complete sentences, writing and academic vocabulary) during classroom and out of classroom duties
 - Systematic Supervision
- Provide teachers with feedback on classroom instructional strategies, the use of Thinking Maps, and the implementation of the Local District 2's three practices (complete sentences, writing and academic vocabulary) during ELD instruction

Monitoring of English Learners

- Pilot the "My Data" program to track the progress of English Learners in Language Arts and Math using CELDT data, CST data and periodic assessments results
- Analyze and monitor the progress of RFEP students by reviewing assessment results, teacher feedback, and student writing samples
- Collaborate with teachers on monitoring the progress of English Learners by examining student writing samples, developing rubrics and criteria charts based on ELD Standards

Parental Involvement

- Conducted and developed the following Parent Training Workshops:
 - CST and CELDT Preparation – Strategies for Parents
 - Master Plan Programs for English Learners
 - CEAC, ELAC and SSC Members Training and Orientation
- Organize the involvement of over 20 parent volunteers in daily yard supervision

School Operations

- Implemented a school-wide motivational theme called "Get Your Head In the Game" where students, teachers, parents and staff collaborated on how to keep students focused on their academic and personal goals
- Manage, evaluate and support Teacher Assistants, Supervision Aides, & Parent Liaison

Teacher

July 2005 – June 2008

*Arminta Street Elementary School (Local District 2) – North Hollywood, CA***Grade level chairperson**

- Conduct and facilitate all grade level meetings to disseminate information, conduct data analysis and design thematic unit activities
- Collaborate with colleagues to develop standards based lessons across the curriculum
- Serve as a grade level representative in Academic Achievement Leadership Team (AALT)
- Training Received: CRRE Strategies, Enhancing the Writing Process through Prewriting, Math Concept Lesson Development

Science Lead Teacher

- Organized and facilitated several 2-day lesson studies for each grade level (K-5) to provide teachers with guidance on the effective implementation of the FOSS program
- Conduct demonstration lessons in Kindergarten to fifth grade classrooms with feedback and reflection on the standard focus and/or strategies
- Provide training for all 4th and 5th Grade teachers on Science Inquiry techniques
- Perform data analysis of Science periodic assessments
- Collaborate with the principal in identifying areas of strengths and weaknesses based on data from periodic assessments

Mentor Teacher & Classroom Activities

- Guide and mentor student teachers enrolled in CSUN's ACT Credential Program
- Incorporate SDAIE strategies across the curriculum to provide access to core for all students
- Provide standards-based differentiated instruction to English Learner students, students with disabilities and GATE students
- Facilitate student cooperative groups, Think-Pair-Share and literature circles to increase student interaction and participation

Teacher

September 2003 – June 2005

Murchison Street Elementary School (District 5) – Los Angeles, CA

- Additional Training Experience: LACTMA Conference, Thinking Maps, GLAD training, Lesson Study Model, Direct Instruction, Principles of Learning and the UCLA Writing Project
- Establish an after-school Homework Club to provide additional assistance
- Conduct home visits in the beginning of the school year to communicate my goals and expectations for increasing student achievement

Senior Portfolio Analyst

June 1999 – January 2003

Countrywide Capital Markets – Calabasas, CA

- Provide extensive analysis of multi-million dollar mortgage servicing portfolios including data evaluation, portfolio hedging strategies, and comprehensive financial analysis
- Assist senior management in various aspects of contract negotiations
- Develop financial valuation computer models that implement cash flow calculations, multi-variable regression, net present value and other statistical methods for portfolio evaluations
- Actively manage market deals with institutional clients to recommend the optimal portfolios

COMPUTER SKILLS

Proficient in Microsoft Excel, Microsoft Access, Microsoft Word, PowerPoint, and web page design.

ROSEMARY A. RUBIN, M.S.
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North Hollywood, CA 91316
818.755.5408 (W)
rosemary.rubin@lausd.net
rrubin@socal.rr.com

EMPLOYMENT HISTORY:

2003- Los Angeles Unified School District
Organization Facilitator

Chair the local district crisis team; Provide training in suicide prevention, crisis intervention and threat assessment; Make presentations on Bullying Prevention and the 40 Developmental Assets; Collaborated on writing the Public School Choice Plans for Local District 2, three new elementary schools ; Work with health and human services within the local district and outside; Coordinate services with community and government agencies, universities and businesses that work in the schools; Assist agencies and others who want to work in the schools; Facilitate a resource council of over 80 people; Coordinate health services at school based clinics; Coordinate school based mental health services at 80 schools; Help facilitate MOU and site service delivery plans for health and mental health agencies; Service on several community boards; Secured donations for Thanksgiving baskets and Holiday gifts for over 450 needy children; Collaborated on several grants; Oversaw a large federal grant

2002-2003 Los Angeles Unified School District
Healthy Start Coordinator

Managed school wide support service program for two schools (elementary and middle school); Coordinated a school-community collaboration representing non-profit agencies, universities, municipalities and private agencies; Supervised staff; Developed budget; Collected data and disseminated information.

1992-2002 Los Angeles Unified School District
School Counselor/Consultant
Suicide Prevention Unit

Coordinated "Youth Suicide Prevention Program" for over 800 schools and over a million students, staff and parents of the district; Provided training and presentations to the key stakeholders; Served as LAUSD

ROSEMARY RUBIN, M.S.

District Crisis Team Committee member; Co-authored information on Suicide Prevention and Crisis Intervention.

1981-1992 Los Angeles Unified School District
School Counselor

Middle School and High School

Conceived, organized, and coordinated first Staff Development for all Counselors in the district; Served as member of school site crisis team; Founded, organized, coordinated and headed Peer Counseling Program;

1972-1981 Los Angeles Unified School District
Teacher
Middle School and High School

CONSULTANT

2001-2005 Jordan Farkas Foundation for Profound Depression

PROFESSIONAL LEADERSHIP

2001-present Los Angeles County Child and Adolescent Suicide Review Committee
Co-chair

2001-2005 American Association of Suicidology
Chair, School Suicide Prevention Committee

2000-present California Association of School Counselors, Inc.
Corporate Secretary (2000-2008), Parliamentarian, founding member
Crisis Response Chair

1989-2000 California School Counselor Association
Area Directory, Los Angeles County
Crisis Response Chair

1998-2000 American School Counselor Association
Chair, Crisis Response Task Force

GRIEF AND TRAUMA SPECIALTY

2000-present National Institute for Trauma and Loss in Children Journal
Editorial Board

1999-present Trauma and Loss facilitator

1999-2001 Life After Loss
Chair, Training Committee

1998-present Bereavement Facilitator

1998-present National Organization For Victim Assistance
Responder

ROSEMARY RUBIN, M.S.

1998-1998	Interagency on Child Abuse and Neglect, Violence, Grief and Mourning Training Committee Chair
1997 -present	Critical Incident Stress Debriefing Responder
1983-present	Teen Age Grief (TAG) Lead grief groups for teenagers
1981-present	Respond in the aftermath of crises and provide grief counseling

CREDENTIALS:

Administrative Certificate
Pupil Personnel Services
Remedial Reading Specialist K-12
Standard Secondary (Major: History/Political Science
Minor: Humanities/English)

DEGREES/TRAINING:

Trained presenter for 40 Developmental Assets
Certificate: Trauma and Loss in Children Facilitator
The Institute for Trauma and Loss In Children
Certificate: Bereavement Facilitator
Glendale Adventist Hospital
Certificate: Teen Age Grief Facilitator
Certificate: Barbara Vanenhorst's Peer Counseling Adult Leadership
Training
Masters of Science, Mount St. Mary's College
Bachelor of Arts, University of California at Los Angeles
Certificate: LAUSD Impact Facilitator

HONORS:

Life Saver Award County Office of Education and ICAN-Outstanding work in
Suicide Prevention
Exceptional Service Award-California Association of School Counselors
H.B. McDaniel Group Award- Leadership in Crisis Intervention Training
Who's Who Among America's Teachers: Outstanding Counselor
Who's Who among America's Women

PUBLICATIONS:

2008	EMPOWERING THE 21 ST CENTURY SCHOOL COUNSELOR Counseling Outfitters Co-Authored chapter
2005	BULLY PREVENTION REFERENCE GUIDE Los Angeles Unified School District Chair and contributor

ROSEMARY RUBIN, M.S.

- 2002 A QUICK REFERENCE GUIDE OF SCHOOL CRISIS MANAGEMENT
Los Angeles Unified School District: Mental Health/Suicide Prevention
Contributor
- 1998 A QUICK REFERENCE GUIDE OF SCHOOL CRISIS MANAGEMENT
Los Angeles Unified School District: Mental Health/Suicide Prevention
Chair and contributor
- 1998 YOUTH SUICIDE PREVENTION TRAINING MANUAL (Rev)
Los Angeles Unified School District Suicide Prevention Unit
Co-authored
- 1997 CAUTION: CRISIS AHEAD
A Crisis Counseling Handbook
California Association of Counseling and Development
Contributor
- 1996 Aftermath (Teachers and Staff Packet and Administrators Packet)
Los Angeles Unified School District Suicide Prevention Unit
Co-author

WEB SITE PUBLICATIONS

- 2002 California Department of Education
California Association of School Counselors
Los Angeles County Department of Education
American School Counselor Association

Ford Roosevelt
13600 Delano Street
Valley Glen, California 91401
Home – (818) 902-1991
fordr@mac.com

Employment History

Project GRAD Los Angeles

2004 - Present

President & CEO

Responsible for the strategic leadership and stewardship of Project GRAD LA and its numerous programs. Reporting to the Board of Directors, provide oversight for the design and management of all programs and initiatives; engage support and resources; promotes community and institutional collaboration; direct media, community and public relations.

- Convene, support and provide counsel to the Board of Directors and Committees in all aspects of Project GRAD LA governance.
- Oversee the development and day-to-day operations of all programs and initiatives.
- Establish and maintain effective external relationships with a broad base of education, community, and business leadership, as well as with funding sources.
- Oversee all staff, internal operations and fiscal management activities; ensure legal accountability and safeguard resources and assets.
- Develop and implement major fund development strategies, including the identification, cultivation, solicitation and stewardship of corporation, foundation and government opportunities.
- Identify current and emerging needs of the students and families, as well as the community. Develop activities appropriate to meet these needs in accordance with the organization's mission and goals.
- Communicate goals and vision by serving as spokesperson on behalf of Project GRAD LA.

Reed Middle School/LAUSD, North Hollywood, CA

July 2001 - 2004

Middle School Instructor

- Develop subject specific curriculum for computer classes. Instruct five full time classes of computer and multi media applications to 6, 7 and 8th grade students.
- Develop and teach specific subject material for 6th grade Classical Latin language instruction within a program for highly gifted students.
- Design technical teaching materials and computer use guidelines for staff as needed.
- Speak to prospective and current parent groups regarding academic programs at Reed Middle School.

Durlester Consulting, Inc., Encino, CA

1994 – 2001

Managing Director

- Develop new retained search business relationships with potential financial services clients.
- Source potential candidates, interview and present qualified candidates for clients.
- Manage multiple candidate relations with each search.
- Prepare candidate profiles/resumes as needed and develop references on key candidates.
- Manage search activity and communicate progress as appropriate with client throughout search process.
- Coordinate and lead the firms participation in community based non-profit activities.

Ford Roosevelt
Page 2

Chrisman and Associates, Los Angeles, CA
Senior Search Consultant

1992 – 1994

- Manage specific financial services and other industry retained searches as assigned.
- Source potential candidates, interview and present qualified candidates for clients.
- Manage multiple client relationships during search processes as needed.
- Administer multiple candidate activity and interviews with each search.
- Manage search activity and communicate progress as appropriate with client throughout search process.

EnterChange/BEI Golumbi, Glendale, CA
Managing Partner

1989 – 1992

- Develop new business relationships with potential clients from multiple industries involved in employee downsizing.
- Manage office staff and temporary consultants as appropriate.
- Meet with clients and develop strategic objectives for client actions as related to pending downsizings.

Univance, Los Angeles, CA
Marketing Director

1988 – 1989

- Develop strategic marketing plans for growth of outplacement and consulting business in Los Angeles marketplace.
- Manage client relations and coordinate distribution of workflow of assigned “candidates” for Univance career consultants.
- Coordinate marketing events with outside public relations firm.
- Meet with individual executive “candidates” and plan job search strategies.

First Interstate Bank, Los Angeles, CA
Assistant Vice President/College Relations

1985 – 1988

- Direct and coordinate specific undergraduate and all MBA recruitment for the Bank.
- Manage relationships with selective graduate business schools, nationwide.
- Develop strategic nationwide college recruitment strategies with executives and managers throughout the corporation at all levels.
- Coordinate all campus recruiting events nationwide with bank executives, officers, students and selected college placement offices.
- Coordinate Bank’s High School outreach effort for summer intern placement of underrepresented minorities within the First Interstate Bank system.

Varian Electronics, Palo Alto, CA
Manager, College Relations/Recruitment

1984 – 1985

- Develop comprehensive national College Relations Recruitment Program.
- Coordinate the “Early Outreach” effort for company sponsored High Schools.
- Support Nationwide College Internship Programs for future job placement.
- Company spokesperson at numerous speaking engagements to College and High School students concerning intern and full time opportunities with Varian.

University of California, Santa Cruz, Santa Cruz, CA
College Admissions Outreach Counselor

1981 – 1984

- Coordinate Statewide outreach efforts to attract and recruit High School students from specific public and private schools.
- Develop and manage activities with University Faculty to partner with admissions recruitment efforts at statewide high schools.
- Develop recruitment strategies to increase applicant pool from key feeder schools throughout California.
- Extensive speaking activities to High School Applicants and parents regarding appropriate application procedures for the University of California.

Mountain School, Soquel, CA
Primary Grade Teacher and Assistant Principal

1979 – 1981

- Plan and deliver full spectrum of elementary school curriculum for public school students.
- Serve as Assistant Principal as needed.

EDUCATION

University of California, Santa Cruz, 1979
Bachelor of Arts, Sociology
California Teaching Credential - Multiple Subjects

San Jose State College, 1981 - 1982
Courses in Educational Administration

Speaking engagements:

- 1997** The National Organization for Disability (**NOD**), Washington, D.C. and the Franklin and Eleanor Roosevelt Institute (**FERI**).
Selected to award first United Nations International Disability Award to former President Kim of South Korea.
- 1998** Keynote speaker Representing **NOD** and **FERI** to the United Nations Pacific Rim conference on Education and Disabilities in Seoul, South Korea.
- 1997 - 1998** Amnesty International: Represented Amnesty International at numerous sites commemorating the 50th anniversary of the United Nations Universal Declaration of Human Rights.
- 1998 - 2004** Frequent speaker at local symposiums on Human Rights and specific US History topics.
- 2000** Surrogate speaker for the National Democratic Presidential Campaign
- 2003** Award Presenter and speaker to the Gateway Hospital and Mental Health Facility, Los Angeles.

Board Affiliations:

- 1987 - 1997** Active member of Parent Board and Executive Committees, Corinne Seeds University Elementary School, UCLA
- 1992 - 1993** Hathaway Children and Family Services, Los Angeles

Dora Pimentel-Baxter
22328 Marlin Place
Canoga Park, CA. 91303

Home Number: (818) 348-6950

Work Number: (818) 765-5255

**Educational
Background:**

Point Loma University; Pasadena, California
M.A. Educational Administration
California State University, Los Angeles
B.A. Mexican-American Studies

Credentials:

Professional Clear Administrative Services Credential
Professional Clear Multiple Subjects Teaching Credential
Bilingual Certificate of Competence – Spanish

**Employment
History:**

February 2003 – Present
Principal

Camellia Avenue Elementary School
Los Angeles Unified School District

November 2000 – February 2003
Principal

Limerick Avenue Elementary School
Los Angeles Unified School District

November 1995 – November 2000
Assistant Principal

Ford Boulevard Elementary School
Los Angeles Unified School District

August 1995 – November 1995
Bilingual/Title I Coordinator

Belvedere Elementary School
Los Angeles Unified School District

1991 – 1995

Teacher of Adult Education

Garfield Community Adult School
Los Angeles Unified School District

1988 – 1995

Elementary School Teacher

Evergreen Elementary School
Los Angeles Unified School District

* Additional information available upon request

RESUME
ALMA PENA-SANCHEZ

**110 West Lemon Avenue
Arcadia, CA 91007**

**Work: (213) 241-6444
Home: (626) 447-9270
Employee # 184887**

EDUCATION:

California State University, Los Angeles

- Master of Arts Degree, Educational Administration, 1977
- Administrative Services Credential, 1977
- Bilingual Cross-Cultural Credential, 1976
- California Standard Teaching Credential, 1974
- Bachelor of Arts Degree, Spanish 1970

PROFESSIONAL EXPERIENCE:

Local District Superintendent, Local District 2

May 2008 to the present Ramon C. Cortines, General Superintendent of Schools

- Supervise schools located in the communities from Sylmar to Valley Village in East San Fernando Valley
- Coordinate the instructional services to the over 91,000 students in 127 schools from Early Childhood Centers through Continuation High Schools
- Provide the leadership, direction and management of the Superintendents' Action Plan Goals: of academic achievement, graduation rate, counseling, parent, community and school connections, and safe schools
- Provide the local district guidance for schools to work coherently with their school plan, data results, budget, goals, professional development, quality instruction, classroom monitoring, and intervention

Assistant Superintendent, Instructional Services Division

July 2005 to April 2008 Ronni Ephraim, Chief Instructional Officer Elementary Instruction

- Directly supervised and coached the central office directors and staffs of the core instructional units
- Coordinated the budgets that supported the instructional initiatives and compliance mandates
- Assisted with district formal communications related to policy, practices and curriculum implementation
- Assisted in the planning and coordination of district meetings for Directors of School Services, Administrators of Instruction, Elementary Principals and other curricular committees
- Collaborated with the Program Evaluation and Assessment Unit in designing instructional studies

Director, Language Acquisition Branch, Instructional Services Division

January 2004 to June 2005 Jim Morris, Assistant Superintendent

- Directed English learner program initiatives and Master Plan mandates and policy
- Coordinated the Title III budget and EIA/LEP funds to supplement the needs of English Learners K-12
- Facilitated the development of the English Language Development Training: ELD Practicum for K-5
- Supervised central/ local district Branch staff of over 11 coordinators, 20 specialists, and 16 experts
- Provided the leadership for the State Consolidated Program Reviews and State Audits
- Acted as a liaison to UTLA Bilingual Sub Committee and the District English Learner Advisory Committee

Director, School Services, Elementary Schools, Local District B

July 2003 to December 2004 Sue Shannon, Superintendent

- Supervised 16 elementary schools, including a Program Improvement School, a Scholastic Audit school
- Trained school stakeholder groups to plan school budgets aligned to strategic PI plans and academic goals
- Planned and coordinate Scholastic Performance Audits and State Monitoring Visits and provide the guidance
- Guided administrative teams to reflect on district initiatives, the principles of learning, and learning walks
- Assisted principals in designing comprehensive school-wide professional development Plan
- Coordinated and served on Administrative Selection Committees in schools with administrative openings

Director, School Services, K-12 Schools, Local District B

July 2000 to June 2003 Judy Burton, Superintendent

- Supervised the San Fernando School Principals (11 Elementary, 3 Middle, and High School)
- Provided leadership to 7 Elementary Intensive Schools (API below 500)

- Coordinated a Middle School Scholastic Audit which resulted in an API growth of 50 points
- Regularly visited schools to provide mentoring and coaching to principals and school staffs
- Facilitated the analysis and use of data (e.g. SOAR, SAT9 content clusters, CST, API, AYP)
- Provided guidance to school teams on Open Court, Principles of Learning and Learning Walks
- Provided leadership to six Program Improvement and eight Education Program Quality Review schools
- Facilitated the resolution of conflicts and provided intervention for administrators and parent groups

Director, Literacy Support Unit, Professional Development Branch

September 1999 to June 2000 Sue Shannon, Administrator

- Coordinated initial district-wide professional development of Open Court Reading for 41 Cohort I schools
- Designed a district-wide training on second grade rubric scoring and standards-based instruction for school
- Collaborated with district offices to design district staff development calendar for Open Court Reading Intensive Academic Support, Summer/Intersession, and Waiver-to-Basic Programs

Principal, Euclid Avenue Neighborhood and Magnet Schools, Roosevelt Cluster

August 1995 to September 1999 Emma Rodriguez, Cluster Administrator

- Supervised over 150 employees in a large inner city Title I and PHBAO elementary school with 1,200 students: 800 students in the neighborhood school and 400 in the magnet school
- Developed a school-wide academic achievement plan resulting in improved reading and math scores
- Directed the implementation of School-wide Title I, Bilingual, and School Improvement Program
- Partnered with community business representatives to implement a School Student Pride Program
- Coordinated the mainstreaming of special education students into regular education classes

Principal, Malabar Street Elementary School, Roosevelt Cluster

April 1988 to June 1995 Emma Rodriguez, Cluster Administrator

- Designed staff development with lesson study and video taping of model lessons to be used for coaching
- Implemented a Stull Evaluation process that incorporated students leading their portfolio conferences
- Coordinated monthly student awards assemblies focused on supporting school academic goals
- Supervised School a Parent Club that coordinated on-going school-wide cultural events and fundraisers

Principal, Clifford Avenue Elementary School, Administrative Region H

August 1987 to April 1988 Jesse Franco, Superintendent

- Revised the school budget to focus on support services for students (e.g., nurse and psychologist time, contracted services, curricular trips) as per consultation with stakeholders
- Trained and evaluated paraprofessionals on Spanish Reading methodologies and strategies
- Coordinated the efforts of the PTA and the School Adopter to motivate student achievement

Assistant Principal, Miles Avenue Year Round Elementary School, Administrative Region B

August 1985 to June 1987 Emma Rodriguez, Principal

- Prepared and implemented a comprehensive, structured testing plan with grade level informational sessions
- Supervised the mentor teachers in planning and implementing new teacher training modules
- Coordinated the Child Abuse SCAN team in providing informational sessions for staff

Assistant Principal, Loma Vista Year Round Elementary School, Administrative Region B

July 1984 to August 1985 Joseph Bethel, Principal

- Designed and delivered the literacy staff development for approximately 50 paraprofessionals
- Coordinated and supervised teachers in gifted identification and in writing the gifted proposal

Region Advisor, Elementary Bilingual, Administrative Region B

January 1983 to July 1984 Amelia McKenna, Director of Instruction

- Organized and scheduled meetings and training for the region's bilingual coordinators
- Planned and coordinated a region reading conference with participants from throughout the district
- Designed and presented Bilingual Education staff developments for parents, and school staffs

Bilingual Coordinator, Fishburn Ave. Elementary School, Administrative Region B

July 1982 to January 1983 Donald Fisher, Principal

- Established and began the implementation of the school's bilingual education program
- Demonstrated Spanish reading lessons and the use of center activities

Acting Assistant Principal, Fishburn Ave. Elementary School, Administrative Region B

March 1982 to July 1982 Donald Fisher, Principal

- Developed and implemented a positive student behavior plan for recess, lunch, and physical education periods with student play leaders and student/class recognition certificates
- Organized the Student Guidance Committee and created a process to monitor student referrals

Title I Coordinator, Tenth St. Year Round Elementary School, Area 5

May 1980 to March 1982 Edith Vaage, Principal

- Coordinated the Bilingual and Title I programs and prepared the categorical budgets
- Purchased, inventoried, and maintained the audio-visual equipment and materials

Elementary District Adviser, Bilingual-ESL Services Branch

January 1978 to May 1980 Ramiro Garcia, Director

- Delivered Bilingual Education methodology and policy training for schools district-wide
- Designed and presented salary point credit classes on Spanish Reading and Multicultural Education
- Served as team leader of the Program Quality Review Process in LAUSD and in adjacent districts

Title VII Bilingual Junior High Adviser, Administrative Region G

September 1977 to January 1978 Mirta Feinberg,, Director

- Coordinated the Bilingual Education Title VII Project at Hollenbeck, King, Belvedere, and Virgil MS

Title VII Bilingual Elementary School Adviser, Administrative Region G

September 1976 to September 1977 Naomi Harrison, Director

- Coordinated Bilingual Project at First Street, San Fernando, Haddon, Wilton Place, and Castelar ES

Bilingual Coordinator, City Terrace Elementary School, Title VII Project, Administrative Region G

September 1975 to June 1976 Milena Winckler, Principal

- Designed a professional development plan where teachers visited other project schools
- Coordinated the implementation of the "Magic Circle", a self-concept awareness/development program

Teacher, City Terrace Elementary School, Title VII Project, Administrative Region G

September 1971 to September 1975 Milena Winckler, Principal

- Elected grade level chairperson and created yard, library and textbook schedules
- Coordinated the development of grade level Spanish reading lessons

Teacher, Brooklyn Elementary School, Administrative Region G

September 1970 to June 1971 Frieda Meyers, Principal

- Provided leadership and Spanish translation for parent education program and advisory councils

RELATED TRAININGS AND EXPERIENCES:

Institute For Learning District Professional Development
 Open Court District Training
 Los Angeles County Office of Education Scholastic Audit Training
 State Program Quality Review Process
 Title VII Bilingual Education Project
 Gifted/Talented/High Achievers Program
 UCLA Reading and Writing Project
 Cluster USC Curriculum Project – Dr. S. Kaplan

PROFESSIONAL AFFILIATIONS:

Associated Administrators of Los Angeles
 Council of Mexican American Administrators
 California Association for the Gifted
 Association for Supervision and Curriculum Development

Sandra Lopez-Caukin, Ombudsperson
Local District 2 Office # (818) 755-5300

Goal: To provide parents in LD2 the necessary tools to support their children's academic success

Professional Experience:
July 2005 to present

LAUSD/Local District 2, Ombudsperson serving over 100 schools

Duties and responsibilities include, but are not limited to:
Head of the Parent Unit

Implementation and Supervision Training for Parent Center Directors, Compensatory Education Advisory Council Representatives, English Learner Advisory Council Representatives and Parent Community Advisory Council Representatives and Parent Training grades Kinder – 12th and support the Parent Community Advisory Committee

Ongoing Professional Development of the Parent Unit Staff
Supervision of Staff Training and Collaborative Work with School Sites and Community

Oversee all Professional Development provided to parent center directors k-12 to ensure that they are providing training to parents at their school sites that will support student learning, aligned to state standards

Monitoring and Support of the Parent Involvement Policy at the school sites, PHBAO and Special Education training for parents

Monitoring and Overseeing Parent Involvement Budgets for F542, F407 and F537

Provide resource information and support to school site administrators, community members and service partners
Monitoring of Parent Centers, Training and Parent Volunteers

Work with and volunteer in community involvement activities both within the local district and community at large

Work with School Police/LASPD, Communities in Schools, Habitat for Humanities and Wells Fargo Bank to provide additional outreach, safety and/or academic incentives for parents and their children

Monitor Civil Rights and Legal Compliances involving Parental involvement and NCLB issues within the local district
Proof Spanish communications and translation

Serve as an active member of the Parent Engagement Committee at the central LAUSD level

Provide expertise and contribute to the completion of the Parent Engagement Toolkit which will be used as a training tool districtwide

Provide support to the INEA program for parents to acquire literacy and be able to help their children succeed (teach illiterate adults to read and write)

Serve as a liaison between the local district and the partnerships that help community and parents

Create and provide a curriculum for supporting the language arts standards at the secondary parent centers in LD2

Professional Experience:
August 2003 to June 2005

Charles Maclay Middle School/Generic Assistant Principal

Duties and responsibilities include, but are not limited to:

Acting Principal,

Implementation and Supervision of Operations, Food Services - Cafeteria and Plant Management

Implementation and Supervision of Safety and Discipline

Design of a Faculty Handbook, wrote School Safety Plan.

Discipline Plan, and Design of "Shake Drills" including teams and deployment

School Budgets, Contracts, Categorical Programs (EL, Title I and School Improvement), Compliance and Technology and reports and inventories required

Class coverage and Substitutes, Parent Training and Councils (EL, CEAC and SSC)

Math Department Administrator, Textbooks, Library Supervision of Instruction and Stull Process

Supervision of Personnel including: Teachers, Counselors, Clerical Staff, Plant, Cafeteria

Supervision of Parent Center, Connections, Community Reps and Parent Volunteers

Work with and volunteer in community involvement activities both within the Maclay Middle School community and in the Santa Clarita Clarita community

Work with School Police/LASPD, Communities in Schools, Habitat for Humanities and Wells Fargo Bank to provide additional outreach, safety and/or academic incentives for at-risk students

Monitor Civil Rights and Legal Compliances involving students and staff (*including Workman's Compensation reports*)

Monitor and/or approve Student Suspensions, Expulsions and Opportunity Transfers

Coordinate and monitor the District Zero Tolerance Policy and the daily Scan and Search and/or Administrative Search activities

Work with IEP teams when involving Special Education
Proof Spanish communications and translations

July 2000 to July 2003

Local District E Categorical Programs and Parent Involvement Administrator

Instructional Support Team Member in planning and training for administrators, teachers and parents
Institute for Learning (IFL) fellow - Secondary Content Implementation and Monitoring of Title I, State **Compensatory** Education (SCE) and School Improvement Programs for 68 schools
Member of the Red Audit Team
Monitoring and support to SBIX schools, Comprehensive School Reform (CSR), Immediate Intervention for **Underperforming** Schools (IIUSP), Program Improvement (PI) and High Priority Schools Grant (HPSG) school sites, including their budgets
Professional Development for all Title I and School Improvement Coordinators regarding Standards Implementation, monthly training provided to principals and support services for students
Parent Involvement and monthly training for CEAC and ELAC Council members, including Fall and Spring Parent Conferences
Supervision and scheduling of Parent Community Facilitators to provide training and elections at the school sites for CEAC and ELAC councils
Technical support to schools writing grants
CCR training for school staffs
Enhanced Review of School Improvement (ERSI) training
Supervision of Categorically Funded Staff
Monitoring and managing a 1 million dollar total budget for Title I and State Compensatory Education

May 1993 to June 2000

LAUSD district Intern and CLAD/BCLAD Instructor

Instructor for CLAD and BCLAD courses: Methodologies and Cultural Diversity
Support to Interns in completing their portfolios

October 1999 to June 2000

Specialist - Specially Funded Programs/Central Office/LAUSD

Technical support to schools in writing SWP proposals and/or plan writing to include state and federal mandates Training for school teams regarding the writing of the core program and supplemental services in the School Plan

Feb. 1993 to Oct. 1999

Bilingual Coordinator - Thomas Starr King Middle School/LAUSD

Interview, assess and intake of all ESL students Monitoring of the Master Plan for EL students and teacher assignments - Model lessons for SDAIE
Coordinate LAS, Aprenda and SABE testing Translation of School Bulletins and other documents Preparation of the Annual Bilingual Census

Erika Lynn Jones

Qualifications

California State Clear Credential- Senate Bill 2042
Los Angeles Unified School district A-Level fluency: Spanish

Education

2006-2008 California State University Northridge Northridge, CA
Masters of Arts Degree in Curriculum and Instruction
Emphasis in Bilingual Education

2004-2005 California State University Northridge Northridge, CA
Preliminary Teaching Credential
Accelerated Collaborative Teaching (ACT) Preparation Program

1996- 2000 Mount St. Mary's College Los Angeles, CA
Bachelor of Arts Degree
Major: Business Administration with an emphasis in International Business
Minor: Women's Studies and Spanish

Teaching

2005 - Present Los Angeles Unified School District Sun Valley, CA

Arminta Street Elementary School

Kindergarten-4th grade including the following combination classes K/1, 1/2, 2/3

All subjects including Gifted and Talented, English Language Development, Special Education and Intervention Programs

Responsible for: Full day instruction

Adjunct Duties: Grade Level Chair (Kindergarten and 2nd grade), School Site Council, Social Committee, Fall/Winter Festival, Volunteer Recognition Event, UTLA Chapter Chair

Related Work Experience

2004-2006 Brooks College Long Beach, CA

Adjunct Instructor

Member of the Fashion Merchandising Department

Subjects: International Marketing, Retail Management, and Advertising

Other Work Experience

2002-2004 Bowne Business Solutions Los Angeles, CA

Client Services Representative- Client Law Offices of Foley & Lardner

- Administrative Support- provide administrative assistance for human resources, marketing department, secretarial teams, and reception desk
- Customer service trainer for a group of 12 co-workers
- Member of Event Committee- help plan and initiate firm activities including "Bring your Child to Work day," holiday parties, and recruiting events
- Facilities Coordinator- liaison between building maintenance and client

2000-2001 Rogers & Associates Los Angeles, CA

Public Relations Account Coordinator

Clients: City of Santa Clarita, Los Angeles Department of Public Works

- Event Planning
- Program/Database Management
- Newsletter/ Report Writing/Research

Language/Special Skills

Conversant in Spanish with extended primary and secondary study of Spanish dialects and Latin cultures. Classically trained oboist with ability to read and write music, as well as conduct.

Awards received

1996 Presidential Scholar Award with Honors at entrance	<i>awarded by Mount St. Mary's College</i>
1996 Women Leadership Award	<i>awarded by Stephen's College</i>
1997 Future Leaders of Tomorrow Recognition	<i>awarded by Mount St. Mary's College</i>
1998 Future Leader Award	<i>awarded by The Associated Student Body of Mount St. Mary's College</i>
2003 Watch Us Shine Award	<i>awarded by Bowne Business Solutions</i>
2004 Recruitment Grant Nominee	<i>awarded by Delta Kappa Gamma</i>

Computer/ Typing Skills

Windows 95/98/NT/Me, Microsoft Word, PowerPoint, Access, Excel, Outlook, Project & Publisher, Inspiration, Netscape Navigator, Lotus, Type 55 WPM

Internships

2000	<i>Mattel Inc.</i>	El Segundo, CA
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Women's Internship Network

Interned with Michelle Charmello, Vice-President of Human Resources

Professional Associations

National Education Association
International Reading Association

Extracurricular Activities

President *Mount St. Mary's Class of 2000*
President *Latinas Unidas* (1993-2000)
Who's Who in American Colleges and Universities
National Young Black Scholars
National Model United Nations Team *Assistant Head Delegate*
Los Angeles Junior Philharmonic Orchestra
Member of: Women Studies Academic Curriculum Board
African-American Council of Women
Graduation/Events Committee

Dharma Thornton Hernandez

dth3022@lausd.net

EDUCATION

BA (Cum Laude), English 1993
MA (With Distinction), English 1997
California State University-Northridge
California Clear Teaching Credential 2000
LAUSD District Intern Program
California Preliminary Administrative Credential 2008
School Leadership Series Exam

PROFESSIONAL ACADEMIC EXPERIENCE

2009-Present

Response to Instruction and Intervention (RtI²) Expert @LAUSD-Local District 2 Office

- Develop and deliver RtI² professional development to elementary and secondary schools
- Assist the Local District of the implementation of RtI² at the school site level
- Assist Local District, school administrators, and teachers in compiling and interpreting data
- Provide instructional support to RtI² cohort schools

2008-2009

Instructional Specialist (Administrative) @John H. Francis Polytechnic High School

- Provide on-going support (instructional coaching, curriculum development, operational guidance, school and district services, etc.) to teachers
- Work with lead counselor, principal, administrators, and department chairs to determine program and staffing needs.
- Assist teachers and administration in resolving any credential questions or issues.
- Develop, implement, and monitor CST and CAHSEE test preparation programs.
- BTSA Site Administrator
- Formative Assessment Coordinator
- Develop and deliver school wide professional development.
- Member of the Polytechnic Data Team
- Calif. Academic Partnership Program (CAPP) Expository Literacy Grant Coordinator
- Assist in developing agenda and facilitating Principal's Instructional Cabinet meetings
- Qwizdom Pilot Coordinator
- Supervision: athletic and school events; lunch and after school; school emergencies

2006-2008

Priority Staffing Program (PSP) Teacher Adviser @ John H. Francis Polytechnic High School

Provided on-going support (instructional coaching, operational guidance, school and district services, etc.) to new teachers during their first two years of teaching; worked closely with administration to continually seek, develop, and implement classroom instructional and management strategies that will best help our students to succeed; worked with administrators and department chairs to hire and staff certificated vacancies

TEACHING EXPERIENCE

2004-2006

John H. Francis Polytechnic High School (PHS)

1998-2004

Granada Hills Charter High School/ CSUN Math, Science, & Technology Magnet (GHCHS)

Classroom Teaching Experience

CAHSEE Test Preparation (11th & 12th –PHS)
Advanced Placement (AP) English Literature and Composition (12th –PHS)
Advanced Composition /Modern Literature (12th –PHS & GHCHS)
Expository Composition/Modern Literature (12th –PHS & GHCHS)
American Literature and Composition (11th –PHS & GHCS)
Honors American Literature and Composition (11th –PHS & GHCHS)
World Literature and Composition (10th –PHS & GHCHS)
Intervention classes (9th and 10th –PHS)

DHARMA THORNTON HERNANDEZ

PAST RESPONSIBILITIES AND PROJECTS

- WASC Focus Group Leader (2007-08)
- Co-SIOP Cohort Leader (2007-08)
- Compiled and edited *The Parrot Reader* (reader for Expository Composition class at PHS)
- Co-Chair English Department (2005-2006)
- Local District Two ELA Cadre Member (2005-2006)
- Introduced and implemented CSU 12th Grade Expository Reading & Writing Program (2005 at PHS)
- Chaired the CAHSEE Test Preparation Committee (2005-2007)

PROFESSIONAL DEVELOPMENT: DEVELOPMENT & FACILITATION

- *Understanding by Design: An Introduction* (2007-08)—PSP and PAR
- CST Test Preparation (2007-08)—school wide PD
- *Writing Across the Curriculum* (2007-08)—school wide PD
- *Solving the BTSA Puzzle*—presentation to PSP advisers (2007-08)
- SIOP Pilot Training (2007-2008)
- New Teacher Orientation (2007)
- *NCLB, PI, AYP, CST, STAR, & CAHSEE: What are These Acronyms and Why Should I Care?*—new teacher meeting (2006-07)
- English department Saturday retreats (2006-07)
- Co-facilitated reciprocal teaching workshop (2006-07)—small group faculty PD
- CAHSEE Test Preparation (2005-06/2006-07) —school wide PD

AWARDS AND SPECIAL RECOGNITIONS

- “High School Teacher Who Had Greatest Impact on Life of Beginning Student at University of California, Santa Barbara” (2007)
- “Teacher of The Year” —John H. Francis Polytechnic High School (2006)

PUBLICATIONS

“*Storyteller: Revising the Narrative Schematic*”
Pacific Coast Philology, Volume XXXI, Number 1, Fall 1996

GRANTS

CAPP Expository Literacy Grant (2008)
Creative Learning Grant (2001) awarded by the Disney Learning Partnership

Yolanda Guerra

Employee Number: 287342

25850 Anderson Lane
Stevenson Ranch, CA 91381
H (661) 222-7529
W (818) 755-5312

EDUCATION:

California Lutheran University, Los Angeles
Administrative Services Credential, 1994

California State University, Northridge
Bachelor of Arts, 1981
California Standard Teaching Credential, 1981
Masters of Education and Administration, 1994

PROFESSIONAL EXPERIENCE:

Director District 2, LAUSD
Director of School Services
July 2009- Present

North Hollywood

- Worked directly with and collaboratively with administrators to analyze school data and develop a strategic plan to improve student achievement in all areas of the Superintendent Cortines High Academic Achievement Action Plan.
- Supported administrators in the planning, implementation and monitoring of school site single action plans for instructional improvement.
- Supervised the instructional and operational leadership practices of administrators at their sites to improve school safety and the delivery of instruction.
- Provided professional development for administrators on research-based strategies, analysis of student and school data, identifying “at risk” students, and targeted instruction to meet the needs of all students.
- Empowered administrators to share best practices and work collaboratively to develop professional development to improve the school and professional culture.
- Assisted administrators in improving classroom learning and teaching through regular classroom visitations and feedback.

Principal, Arminta Street School
July 2007- June 2009

North Hollywood

- Designed and implemented a strategic plan on Standards Based Instruction, the Principals of Learning, and the Districts three practices to implement the district and school goals to maintain a focus on improving student achievement.
- Worked collaboratively with all stakeholders to improve school morale and student achievement through teamwork, consensus building and a focus on implementing the school and district goals. As a result, for the 2008-2009 school

- year Arminta Street School increased their API by 84 points and their AYP in English Language Arts by 22% and in Math by 17%.
- Piloted and used “My Data” Technology program to gather, analyze and present student data to the staff and parents to improve student achievement.
 - Created and Implemented “Get your Head in the Game” with the staff to motivate both the students and staff to try their very best, believe in themselves, and accomplish their goals.
 - Organized a successful school wide English Language Development (ELD) program for the EL students and Readers Theatre for the English Only (EO) students.
 - Designed and implemented a school wide Independent Work Time (IWT) program for Language Arts and in some classes for Mathematics to meet the needs of the struggling students.
 - Collaborated with the Academic Achievement Leadership Team (AALT) to design and implement a focused professional development and grade level plan that was aligned with our goals and action plans in the school plan to improve the delivery of instruction and student achievement.
 - Created and provided training on Culturally Relevant and Responsive strategies, Standards-Based Instruction, Principals of Learning, Writing Process, Effective Classroom Environments, ELD strategies, Analysis of student data, Identification of focused students, My Data program, creating measurable goals, benchmarking power standards etc.
 - Supervised a staff of 100 and evaluated 55 teachers, two administrators, and 30 other staff members on implementation of our strategic plan, which was aligned with the district goals, to improve student learning.
 - Worked collaboratively with the staff, ELAC, CEAC and SSC to create a budget that was aligned to meet the needs of the students based on both school and student data. Monitored the expenditure of all school budgets, throughout the year, to assure that the focus was on improving student achievement.
 - Met ongoing with the teachers individually, in grade levels and across the grade levels to analyze student data, determine needs and plan instruction.
 - Identified and monitored focus students in every classroom, based on their CST scores, periodic assessments and other pertinent data, to provide intervention daily to move the students to proficiency /or benchmark in Language Arts and Mathematics.
 - Worked collaboratively with the Administrative team to analyze student data, determine student and staff needs, provide support to teachers, and provide training to parents and teachers with the goal and focus on improving student achievement.
 - Organized Family Literacy and Math Nights on the power standards and best practices to help the parents assist their children with their homework and studies.
 - Supervised the modernization project of the school office, some classrooms, new alarm system, and Internet wireless access throughout the school.
 - Worked collaboratively with Councilman Cardenas staff, the parents, and community to clean up and plant flowers both in the school and in the community.

- Designed an Arminta Standards Based Instructional Notebook and Handbook on policies and procedures to improve school communication.

Principal, Sylmar Elementary School

Sylmar

January 1999-July 2007

- Supervised over 100 employees at a year round Title I/Bilingual School with 1000 students.
- Developed an instructional focus that resulted in a gain of the 306 points on the API in five years.
- Comprehensive analysis of test data (CST, CAT 6, SOAR, Scott Foresman, API, AYP, and school developed) to identify strengths and weaknesses, to inform instruction, and to provide focused professional development.
- Provided and coordinated focused professional development and grade level meetings, to all stakeholders, in various areas such as the Principles of Learning, Standards Based Instruction, ELD, Open Court and Math Concept lessons.
- Regular classroom visitations to monitor full implementation of the district and State initiatives.
- Formed successful partnerships with several business entities to provide funding and support to the school.
- Supervised major school remodeling and the B.B. projects.
- Implemented a school wide uniform and discipline policy, conflict managers and the Pillars of Character.
- Coordinated a full compliant CCR and EPQR school review.
- Developed a schoolwide Attendance Plan to improve student and staff attendance. We received a certification of recognition for having the best staff attendance for district 2.
- Developed a new parent center and purchased a bungalow to facilitate greater parent involvement through training sessions and adult education.
- Facilitated the Writing of the Wonder of Reading, High Priority, Sam's Club Literacy, Nutrition, Alex Padilla's School Beautification and Kirkland Grants to provide funding and resources to improve student achievement.
- Organized yearly educational retreats for the staff and parent leaders to learn effective teaching strategies, work collaboratively, to engage in team building and to update the school's strategic plan.
- Trained and mentored five Coordinators, four Assistant Principals, and several new teachers.
- Managed and Monitored all school budgets.
- Designed a Sylmar Handbook with School Policies and schedules, and a curriculum guide with best practices and effective strategies to improve student achievement.

Assistant Principal, Dyer Street School

Sylmar

January 1996-December 1998

Jim Morris, Principal and Tony Beltran, Principal
Year Round School

**Categorical Program Adviser, Valerio Street School
January, 1992-December 1995**

Van Nuys

Anais Ruiz, Principal
Year Round School

**Bilingual Coordinator/Teacher, Morningside Elementary
October 1982-January 1992**

San Fernando

William Schiff and Emmett Dorrough, Principal
Year Round School

PROFESSIONAL ORGANIZATIONS:

Association of Mexican American Educators
Women in Educational Leadership
Elementary Principal Representative for Parent
Community Advisory Council (PCAC)
Member of Focus on Student Achievement
Member of Children of Attention Deficit Disorder

PERSONAL QUALITIES:

Bilingual/Bicultural
Computer Literate

Manuel Graniel
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Email: mcg4565@lausd.net

Academic Preparation

California State University, Los Angeles – Los Angeles, CA MFT and School Counseling, present
Pepperdine University - Culver City, CA M.A. Psychology June 2002
Los Angeles District Intern Program - Los Angeles, California Clear Teaching Credential. June 2000
University of California, Los Angeles - B.A. Psychology 1996
Pasadena Community College - A.A. Liberal Arts, Pre-Psychology curriculum.

Experience

Response to Intervention Coordinator

Los Angeles Unified School District, Strathern Street El.

August 2009 – Present. As the RTI coordinator, I work within the framework of the RtI2 model of intervention. These duties involve professional development, and co-teaching for tier 1 intervention, the identifying and monitoring of students who are in need of both academic and behavioral interventions for tier 2, and providing appropriate services for students who are in need of tier 3 intervention. Duties include, working together with the academic coaches, use periodic data as well as CST data to make instructional decisions, parent workshops, small group pull-in student intervention, creating behavioral charts and contracts, facilitate Student Success Team meetings, as well as case manage students receiving services from counselors within the school.

Literacy Coach – Elementary (K-5)

Los Angeles Unified School District, Wilton Pl. School, West Vernon El.

July 2003 – June 2004 and July 2006 – June 2009. As a Literacy coach I lead staff developments, teacher training, and parent trainings. Daily duties included teacher observations, planning, distributing materials, data collection, and analysis. Using the cognitive coaching model to better execute literacy in the elementary grades I met frequently with administration, teachers, support staff and parents to increase the success of all students. I worked within the classroom setting to assist teachers with small groups of students who were in danger of not meeting grade level standards.

Teacher, 2nd, 4th and 5th grade,

Los Angeles Unified School District, Wilshire Crest Elementary and Wilton Pl. School.

February 1998 – June 2006. I am an instructor for multiple subjects in a self contained classroom. I am responsible for all elements of the District and statewide standards for 2nd thru 5th grade. Created and implemented lesson plans, evaluated student's progress and developed a caring environment for children to learn. Created a cooperative environment where family was brought into the educational process. Open Court trained as well as leader in assisting teachers in modifying instruction for students with special needs. 2004 – Present, Teaching in a 4/5 split grade newcomer class. Students who have just arrived top the country are placed in my class to receive intensive ELD throughout the day. I monitor their ELD progress as well as mix with five other teachers to ensure they are receiving grade level standards.

Activities

School Counselor internship, West Vernon Elementary 2008 - 2009
Child Welfare and Attendance internship, West Vernon Elementary 2008
Local School Leadership, Member 1999-2000; 2006-2009
Student Study Team Leader 2001 – Present
Social Committee member 2001- 2003
Research Assistant, UCLA Psychology Laboratories January 2000 - March 2000
APA member since 2001
Psy Chi member since 2001
Student Council 2003 – 2005

Relevant experience

I implemented behavior modifications in the classroom to increase student productivity and pro-social behavior in high-risk students. I have received training in Open Court (Advanced/Mastery), as well as EXCELL training. I speak some Spanish and have a CLAD Credential.

Teaching Philosophy

I believe teachers have the honorable and amazing duty to challenge students to learn. High expectations, as well as access to information are key to my classroom's success. I integrate technology, humor, and the arts to allow all my students to hone their skills and be better learners. My lessons are standards driven and my teaching strategy is driven by empathy and compassion. Learning stems from the heart as well as the brain and if I can pass that on to

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my students then I am doing my job correctly.

Sue Florindez
Employee ID #610751
(818) 755-5339

PROFESSIONAL EXPERIENCE

Los Angeles Unified School District

Los Angeles, California

English Learner Coordinator - Local District 2

2006-Present

Responsibilities: Providing information to 61 elementary schools and 30 secondary schools on current English learner issues and LAUSD policies; monitoring schools' English learner programs; providing professional development at schools and at local district; disseminating information between central offices, local district, and schools; supporting implementation of policy at school sites; working with categorical budgets; presenting at local district parent advisory committee on EL issues; supporting schools to prepare for state compliance reviews

Los Angeles Unified School District

Los Angeles, California

English Learner Coordinator - Local District 7

2004-2006

Responsibilities: Working with 42 elementary schools and 15 secondary schools on English learner issues; monitoring schools' English learner programs; providing professional development at schools and at local district; disseminating information between central offices, local district, and schools; supporting implementation of policy at school sites; supervising EL advisors; working with categorical budgets

Los Angeles Unified School District - Local District E

Los Angeles, California

2002-2004

English Learner Specialist

Responsibilities: Working with 48 elementary schools and 13 secondary schools on English learner issues; monitoring schools' English learner programs; providing professional development at schools and at local district; disseminating information between central offices, local district, and schools; supporting implementation of policy at school sites; supervising EL advisors; working with categorical budgets

Los Angeles Unified School District – Local District E

Los Angeles, California

2000-2002

English Learner Teacher Adviser

Responsibilities: Assisting bilingual coordinators at 23 schools; staff development at schools; disseminating information between central offices, local district, and schools

Los Angeles Unified School District – English Education Curriculum International

Los Angeles, California

2001-2003

Teacher Trainer

Responsibilities: Conducting teacher workshops on ELD strategies and ELD curriculum for *English Language and Intensive Literacy Program (ELILP)*; developing teacher manual for participants

Bassett Street Elementary School

Van Nuys, California

1996-2000

Bilingual Coordinator

Responsibilities: Assessing new students with Pre-LAS and LAS in English and Spanish; updating SIS information; redesignation testing; working with paraprofessionals, i.e. hiring, assigning, certifying monitoring; working with parents to facilitate advisory council meetings; working with teachers on ELD portfolios and ELD levels; monitoring of Proposition 227 programs for English learners

Bassett Street Elementary School

Van Nuys, California

1989-1996

Primary Teacher

Duties: Bilingual teacher; also served on School Leadership Council for five years

North Carolina State University-Experimental Agricultural Station

Yurimaguas, Peru

1981-1986

Administrator

Duties: Payroll, seminar organization, travel arrangements, purchases, meeting facilitator

EDUCATION**California State University, Northridge**

May 2006

Professional Administrative Services Credential-Tier II

University of La Verne

June 2002

Master of Education and Administrative Credential

Los Angeles Unified School District

June 1991

District Intern Program-California Clear Credential

Bilingual Certificate of Competency-BCC

University of California, Los Angeles

March 1976

Graduate Studies in Public Health

University of California, Los Angeles

March 1975

Bachelor of Arts, Latin American Studies

Andrés Flores-Employee no. 672559

6457 Rhodes Ave * North Hollywood, CA 91606 * cell (818) 505-0299 * aflore02@lausd.com

PROFESSIONAL EXPERIENCE

Response to Intervention and Instruction (RtI²), Expert, LAUSD-LD2 2009-Present

1. Collaborates with the instructional team to plan, develop, and present Professional Development (PD) on RtI² and MyData to LAUSD staff and community.
2. Is assisting in the writing of LD2's School Choice plan for several schools.
3. Provides technical support to LD2 Schools to further their understanding and implementation of RtI² and MyData.
4. Provides support to LD2 staff to successfully conduct the business of educating students at the highest possible level.

General Education Diploma (GED) Math Teacher, Lincoln-Wilson Adult School 2008-Present

1. Successfully recruits and guides LAUSD parents towards preparation and completion of the math portion of the GED exam in Spanish and English.
2. My students have a 100% pass rate.

Math Coach, LAUSD-Byrd MS 2008-2009

1. Developed math intervention lessons and strategies for grades 6, 7 and 8.
2. Served as a liaison between Byrd MS math staff and Poly HS math staff to improve student's success in math.
3. Provided data driven PD that respected teachers but always put the needs of students first.
4. Provided PD to Algebra teachers in LD2 focusing on English Learner Populations.
5. Helped design, implement and monitor a successful start-up 7th grade Algebra program.

Manager, School Partnerships-Carnegie Learning 2006-2008

1. Provided support to LAUSD schools to insure Carnegie Learning products were successfully implemented throughout the entire school district. This included demonstrations lessons; lesson development and meeting with administrators to suggest focus areas for staff.
2. Planned and executed professional development; ensuring EL and culturally relevant strategies and processes were utilized to insure a positive experience for all parties involved.
3. Provided technical assistance to school sites as needed.
4. Provided PD to school districts throughout the United States of America.

Math Coach, LAUSD-San Fernando HS and Sylmar HS 2004-2006

1. Guided teachers on best practices to insure successful implementation of the districts mathematics program
2. Planned and facilitated PD meetings on a weekly basis
3. Conducted LD2 concept lesson trainings for middle and high school Algebra 1 teachers 3 times a semester.
4. Conducted focused observations of math classrooms and provided "next step" support to mathematics teachers on a regular basis.
5. Worked with Parent centers to support various outreach programs.

Andrés Flores-Employee no. 672559

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Department Chairperson, LAUSD-San Fernando High School 2002-2004

1. Promoted standards-based instruction by providing PD on instructional strategies and research-based classroom practices.
2. Encouraged teachers to develop math content and pedagogical knowledge by providing continuous opportunities to discuss and make mathematics desirable and accessible for all students.
3. Encouraged the use of technology. By the end of the 2004 academic year every Algebra 2 class was using calculators on a routine basis.
4. Encouraged all department members to use e-mail to communicate efficiently. By the end of 2004 80% of all math teachers were checking their emails to learn about department issues

Classroom Teacher, LAUSD-San Fernando High School 1995-2004

1. Utilized differentiated instruction to successfully teach Math to diverse student Populations.
2. Utilized computer skills to encourage students to seek alternative methods of learning math
3. Only teacher willing to pilot Larson Learning at San Fernando High School, a computer program similar to Carnegie Cognitive Tutor that allows students to develop their understanding of math at pace that is appropriate for them.

EDUCATION

1994 B.S Applied Math with a specialization in computing, UCLA
1995 M.Ed. with a single subject credential and BCLAD, UCLA
2007 M.A Educational Administration, CSUN

Home (323) 939-0224
Cellular (661) 904-7625

Claire Ortiz Feldman

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Los Angeles, CA 90036
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PROFESSIONAL

EXPERIENCE	Local District 2, LAUSD, Los Angeles, CA OCR/ELD Content Expert	2004 to Present
	LAUSD Central Office, Los Angeles, CA OCR/ELD Content Expert	2003 to 2004
	Local District B, LAUSD, Los Angeles, CA Reading First Expert	2003 to 2003
	Bassett Street School, LAUSD, Van Nuys, CA Literacy Coach	2000 to 2003
	Grape Street School, LAUSD, Los Angeles, CA Literacy Coach	2000 to 2000
	Plainview Elementary School, LAUSD, Los Angeles, CA Literacy Coach	2000 to 2000
	LAUSD, Los Angeles, CA Elementary School Teacher/ School Bilingual Coordinator <ul style="list-style-type: none">• Bassett Street School, LAUSD• Reseda Elementary School, LAUSD• Ninety-Third Street School, LAUSD• Forty-Ninth Street School, LAUSD• Fifty-Second Street School, LAUSD	1985 to 1999

EDUCATION

Master of Arts in Education Administration California State University Los Angeles, CA March 2008

Reading First Coach Institutes, Sacramento County Office of Education, Sacramento, CA. 2000 to the present.

English Language Development, Los Angeles Unified School District Language Acquisition Branch, Los Angeles, CA. 2003 to 2004.

Preliminary Administrative Services Program, California State University, Northridge, CA, 2003.

Division of Instruction, Los Angeles Unified School District, Division of Instruction, Los Angeles, CA, I was selected to participate in the development of standards-based instruction models in 1998. I was also selected to assist with the development of the "Interim Elementary School Course of Study" in 1997.

Reading Recovery Certification, California State University, San Bernardino, San Bernardino, CA, 1996

Clear Bilingual, Crosscultural, Language & Academic Development Certificate, California State University Northridge, Northridge, CA 1994

Professional Clear Multiple Subject Teaching Credential, California State University, Northridge, Northridge, CA, 1994

Preliminary Multiple Subject Teaching Credential, Loyola Marymount University, Los Angeles, Los Angeles, 1987

EXTRACURRICULAR

ACTIVITIES Family Activities, Reading (Professional and Recreational)

DISTINCTIONS,

HONORS, AWARDS Coauthor of *Breaking the Code*, 2005 Edition

CABE presenter on ELD Writing, 2004

Contributor to the *English Language Support Guide* (ELSG) for SRA's Open Court Reading Program, 2002

Certificate of Recognition signed by Gray Davis, Governor of California in 2002 for teaching the Governor's Reading Institutes

Contributor to LAUSD's *Interim Elementary School Course of Study*, 1998

Reading Recovery Certificate, 1997

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28333 Nield Ct.
Saugus, CA 91350
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Job History

- August 2009- Present RtI Expert
 LAUSD Local District 2
- Spring 2005- June 2009 Content Expert, Elementary Language Arts
 LAUSD Local District 2
- Fall 2004- Spring 2005 Literacy Coach, *Fair Avenue Elementary*
- Fall 2003 Content Expert, Elementary Language Arts
 LAUSD Local District 2
- 2001-2003 Literacy Coach, *El Dorado Elementary*
- 1994-2001 Classroom Teacher, *El Dorado Elementary*
 1st Grade-Bilingual Class (Spanish)
 2nd Grade-Intensive Academic Program, Structured English
 Immersion
 3rd Grade-Modified class (Spanish/English);
 English Immersion class
- 1997-1998 Reading and Math Tutor, *Sylvan Learning Center*
- 1993-1994 Paraprofessional, 3rd grade Modified Class
 Haddon Elementary
- 1993-1994 After School Playground Worker (Youth Services)
 Dyer Elementary
- 1992 Pre-School Teacher, *Cottage Nursery School*

Education

- 2007-2008 *California State University, Northridge*
 Masters and Credential in Educational Administration
- 1993-1997 *California State University, Northridge*
 BCLAD (Spanish), Supplementary Authorization in English
- 1988-1993 *California State University, Northridge*
 BA in Liberal Studies, Minor in ESL
- 1984-1988 *Bishop Alemany Catholic High School*

Professional Growth and Development

- 2008-2009 -Participant in RtI training at coach meetings and at CAG
 Conference (LD 1 and 2)
 -Provider of Tier 1 language arts support at various
 LD2 elementary schools
 -Co-facilitator of the implementation and monitoring of

	<ul style="list-style-type: none"> -school-wide differentiation (IWT), Haddon Elementary -Member of the LD2 Program Improvement Plan Writing Committee at various schools -Professional Development provider to administrators, coaches, and teachers (K-6) on language arts/literacy -Participant in many school visitations providing feedback on the effectiveness of instruction -Lead facilitator of coach cadre leaders
2007-2008	<ul style="list-style-type: none"> - Instructor for Professional Development Reading Institute- "Making It Work for English Learners" -Presenter for "Content-Based ELD and the OCR English Support Guide (ELSG)," Arminta ES -Facilitator of Lesson Study in the area of writing instruction and ELD accommodations, Camellia ES -District Reading Action Seminar Committee Member -Parent Summit Presenter-"The Sounds of English"
2006-2007	<ul style="list-style-type: none"> -Instructor for AB466-Beginning and Advanced Kindergarten Teachers -District Reading's Culturally Relevant and Responsive Education (CRRE) Committee Member -District Reading Action Seminar Committee Member -Academic English Mastery Program (AEMP) Conference Presenter, "Culturally Relevant Education and OCR"
2005	<ul style="list-style-type: none"> -Instructor for AB466-Advanced 3rd Grade Teachers -3rd Grade English Language Development (ELD) Practicum participant/co-presenter-Fair Elementary
2004	<ul style="list-style-type: none"> -Presenter for District 2 Parent Literacy Symposium -LAUSD salary point instructor: "Open Court Review" -Thinking Maps Trainer-of-Trainers participant
2003	<ul style="list-style-type: none"> -Reading First Coach Institute attendee -Participated in classes toward Reading Certificate
2002-2003	<ul style="list-style-type: none"> -School Site Staff Development Team Member -Single School Plan Committee Member -District 2 Coach Passport Training Presenter -Instructor for AB466-Advanced 2nd grade; Beginning 3rd Grade Teachers
1997-2000	<ul style="list-style-type: none"> -Standards-Based Assessment Coordinator -District B Performance Assignment Rater (2001)

	<ul style="list-style-type: none"> -CRESST Performance Assignment Rater (1998) -Summer School Teacher -Extended Learning Program (ELP) Teacher
1999-2000	<ul style="list-style-type: none"> -School Leadership Team member -Instructional Transformation Team (ITT) Member
1998	<ul style="list-style-type: none"> -Grade Level Chair -Instructional Cabinet Member-Sylmar Family
1997-1999	<ul style="list-style-type: none"> -Member/Secretary and Presenter for San Fernando Valley Reading Council -Editor of the San Fernando Valley Reading Council(SFVRC) Newsletter -SFVRC Workshop Presenter: "Bookmaking"; "Phonemic Awareness" -Sylmar Complex Reading Symposium Presenter: "Poetry in the Classroom"

Additional Professional Qualifications:

- Knowledge of RtI
- DIBELs trained
- Fluent in Spanish
- Effective oral and written communication skills in English
- Ability to design and deliver effective presentations
- Strong facilitator and team building skills
- Proficiency in computer applications for PC and MAC such as Microsoft Word, PowerPoint, Excel, desktop publishing, and navigation of the Internet
- Ability to analyze data and design instructional support
- Skillful use of data system applications such as SOAR, DSS, and MyDATA
- Strong Knowledge of Research-based instruction, Language Arts Framework/Standards, Assessment and Differentiation
- Awareness of Master Plan, ELL instruction and assessment, and CELDT
- Certified Thinking Maps Trainer
- Member of the Association of Mexican-American Educators (AMAE)

References

Upon Request

JANISE A. ESCOBAR, LCSW, ATR – BC

524 Arch Place, Glendale, CA 91206

jae2517@lausd.net

Cellular: 818 331-2431

Summary of Experience: Demonstrated expertise training administrators and all school staff in threat assessment, crisis intervention and resiliency. Successfully implemented all aspects of Healthy Start grant, including maintaining records and statistics for funders, overseeing budget, utilizing categorical funds, recruiting, training and supervising support staff and MSW interns. Proven track-record for cultivating and sustaining collaborative relationships with multiple schools, teachers, parents, universities and community mental health agencies. Native Spanish speaker; bicultural. Expertise with culturally and linguistically focused treatment.

EXPERIENCE

Los Angeles Unified School District, January of 1998 - present

Safe and Healthy Schools Facilitator

(2009-present) Implement Title IV programs, Assist in implementation of Response to Intervention and Instruction framework and Positive Behavior Support Discipline Policy

Psychiatric Social Worker

(2008-2009) Implemented Robert Wood Johnson Grant to adapt Cognitive Behavioral Approach to Trauma in Schools with Immigrant populations - LAUSD Trauma Services Adaptation Center.

(2007-2008) On leave from LAUSD. Developed immigrant focused Parent Education Program at Glendale Community College.

(2006-2007) Established intern program and "Book Club" for 'Reluctant Readers' with family problems and partnered with gang intervention agency at Vista Middle School, Panorama City.

(1999-2006) As Healthy Start Coordinator, involved in all aspects of grant writing, auditing, implementation at Buchanan, Monte Vista and Yorkdale Elementary Schools.

(1998-1999) LAUSD School Mental Health Clinic: Provided treatment of student populations, crisis response to schools and Threat Assessment training.

Kaiser Permanente Watts Counseling and Learning Center, 1990-1998

As Educational Therapist and Counselor, provided Mental Health treatment, parent education, educational advocacy and therapy to youth in the Watts Community. Developed and implemented Art Therapy Training Program for graduate students, as well as, supervised clinic staff in art therapy. Provided consultation and training for clinical staff during rapid demographic shift from African American to Spanish-speaking clients.

Loyola Marymount University, Dept of Marital and Family Therapy, 1989-1995

Served as Faculty for Multicultural Ethics and Human Diversity classes and Graduate Internship Coordinator.

CREDENTIALS

- Licensed Clinical Social Worker, (CA Lic. #21118) - 2002
 - Art Therapist Registered, National Board Certification (#ATR-BC:92-156) - 1992
 - State of California Commission on Teacher Credentialing, Pupil Personnel Services Credential (#070346311) - 1997
 - Certified M. S. W. Field Instructor, University of Southern California - 1999
 - Masters in Social Work, California State University, Long Beach – 1997
 - Masters in Clinical Art Therapy, Loyola Marymount University – 1985
- Bachelor of Arts-Studio Art/ Psychology, Sonoma State University - 1983

ROSALVA EMERICK
5200 LANKERSHIM BLVD.
NORTH HOLLYWOOD
(818) 755-5411

Professional Experience

1995 to Present- LAUSD- Field Coordinator, Pupil Services & Attendance

- Supervise Pupil Services & Attendance Counselors
- Coordinate services to district schools pertaining to pupil services, attendance, dropout prevention & child welfare issues.

1990 to 1995 -LAUSD- Pupil Services & Attendance Counselor

- Serve as a counselor and liaison between school, home & community on behalf of students whose home and community life present personal and situational problems, which impede them from attending school regularly affecting their educational success.

1981 to 1989- LAUSD- Teacher, Elementary School

- Taught Kindergarten, Second, and Third grade students at Morningside Elementary.

Educational Background

California Lutheran University

- Professional Clear Administrative Credential

Pepperdine University

- M.A. Science of Administration
- Preliminary Administrative Credential

California State University, Northridge

- M.A. Education, Educational Psychology, Counseling and Guidance
- MFCC Academic Requirements
- B.A. Liberal Studies
- Bilingual/Cross-Cultural Multiple Subjects Teaching Credential (Life)

Seth E. Cutler

LAUSD
Employee # 550739

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address: 4773 Baltimore St.
Los Angeles, CA 90042

Math Coordinator Pre K -12	August 2009- Present LAUSD Local District 2 Los Angeles <ul style="list-style-type: none">▪ Professional Development for Coaches, Teachers▪ Program Management▪ Parent Workshops
Elementary Math Coordinator	March 2006 – June 2009 LAUSD Local District 4 Los Angeles <ul style="list-style-type: none">▪ Administrate Elementary Math Program▪ Supervise and evaluate math coaches▪ Design and facilitate Professional Development▪ Budgets▪ Liaison between LD4 and Central Math
Assistant Principal EIS	July 2005 – March 2006 LAUSD, Rosemont ES, Los Angeles <ul style="list-style-type: none">▪ Administrate Special Education Services, IEPs▪ Supervise and evaluate teachers▪ Professional Development▪ Compliance and Operations▪ Budgets
Mathematics Instructional Coach	2001-2005 LAUSD, Local District F / District 4 Los Angeles <ul style="list-style-type: none">▪ Professional Development for administrators, coaches, teachers▪ Demonstrated effective classroom lessons for teachers.▪ Created Standards Based Curriculum▪ Assessment and Data Analysis
Bilingual/Title 1 Coordinator	1995–2001 Loreto Street Elementary School Los Angeles <ul style="list-style-type: none">▪ Monitored Bilingual Programs and Title 1 Programs▪ ESL and ELD Professional Development for teachers▪ Parent Workshops

Leader in Residence	<p>1995-1996 School Management Program at UCLA Los Angeles Trained Phase III LEARN Schools Principals and Lead Teachers</p> <ul style="list-style-type: none"> ▪ Building effective schools communities ▪ Facilitation Skills ▪ Building Consensus and Trust
Teaching Experience	<p>1992-1995 Loreto Street Elementary School, Los Angeles Unified School District, CA</p> <p>1998-1992 Ninety Second Street School Los Angeles Unified School District, CA</p> <p>1984–1988 Substitute Teacher Los Angeles Unified School District, CA</p> <p>1980-1984 John Muir Alternative School San Diego City Schools, CA</p> <p>1970- 1980 Substitute Teacher San Diego City Schools, CA</p>
Adjunct Professor	<p>1992-1994 National University, Los Angeles Elementary Language Arts Methods</p>
Presentations and Workshops	<p>1991-2005</p> <ul style="list-style-type: none"> ▪ Mathematics Instruction, LACTMA ▪ Algebraic Thinking & CGI, Orange County Office of Ed. ▪ Building a K-12 Community Lincoln Cluster, LAUSD ▪ Brain Based Learning, LAUSD ▪ Student Portfolios, LAUSD ▪ Gay and Lesbian Issues in Education, UTLA, GLESN
Education	<p>Master’s Degree in Education Administration 1983 San Diego State University</p> <p>Bachelor of Science Degree 1978 New York State College at Oswego</p>
Credentials	<p>California Clear Administrative Service Credential</p> <p>California Clear Multiple Subject Teaching Credential</p>
Languages	<p>Spanish, “B” Level Fluency, LAUSD</p>

Christopher Clarke
6028 Colfax Ave.
North Hollywood, CA 91606
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Credentials: Professional Clear Administrative Services Credential
California State University, Northridge

Professional Clear Multiple Subject Teaching Credential
California State University, Los Angeles

Bilingual Certificate of Competence – Spanish

Language Development Specialist

Education: Master of Arts in Educational Administration
California State University, Northridge, August 2003

Bachelor of Arts in History
University of California, Los Angeles, June 1983

Experience: Los Angeles Unified School District

Principal

Arminta Street Elementary School

July 2009 to present

Major responsibilities include developing and articulating a shared vision of student success and maintaining a positive, student-centered environment. Also responsible for teacher professional development and evaluation, student safety, school budgets, and parent involvement.

Principal

Harding Street Elementary School

July 2007 to June 2009

Led school from 2007 Base API of 770 to 2009 Growth API of 808 through establishment of a Professional Learning Community

Assistant Principal

Van Nuys Elementary School

July 2005 to June 2007

Responsible for evaluating teachers, student discipline, technology, intervention programs, safety, professional development, weekly bulletins, monthly newsletters. Implemented school-wide Thinking Maps® use.

Specialist, Language Acquisition Branch (Central Office)

January 2004 to June 2005

Responsible for creating and presenting professional development for teachers, and presenting District English Learner policy to Local District EL staff and parent groups

Instructional Coach, Literacy

Lankershim Elementary School

July 2001 to January 2004

Responsible for instructional support of 45 classroom teachers, providing demonstration lessons, conducting professional development, and managing and disaggregating assessment data.

Los Angeles County Office of Education

On-Line Teacher-Leader, STELLAR Program

(Supporting Teachers of English Learners in Language Arts and Reading)

September 2001 to June 2004

Responsible for mentoring new teachers toward successful completion of an on-line teacher-training program.

Classroom Teacher

Lankershim Elementary School

July 1994 to June 2001

Grades taught: Second, Third, Fourth, and Fifth.

Classroom Teacher

Raymond Ave. Elementary School

September 1987 to June 1994

Grades taught: Second, Third, Fourth, Fifth, and Sixth

Responsibilities included coordinating Bilingual Program

Accomplishments: **Certified *Path to Proficiency* Trainer** July 2009

Certified *Write...From the Beginning* Trainer October 2004

Instructor, AB466 Governor's Reading Institutes August 2004

Certified *Thinking Maps*® Trainer June 2004

Associations: CABE (California Association of Bilingual Education)
CUE (Computer Using Educators)
ACSA (Association of California School Administrators)

References: Alma Peña Sánchez, District 2 Superintenant, 818-755-5300
Mercedes Velázquez, Director of School Services, 818-755-5300
Susana Gómez, Principal, Colfax Elementary, 818-761-5115

RESUME

Barbara J. Charness

(818) 400-1896

bjcharness@aol.com

2007 – PRESENT

California State University Northridge: Consultant to Partnership Schools, and Coordinator of Liaisons in partnership schools

Coordinated and lead all activities with partnership schools and principals

2000-2007

Principal: Sepulveda Middle School, Los Angeles Unified School District

1994-2000

Assistant Principal: Sherman Oaks Center for Enriched Studies

1991-2000

Dean of Discipline: Millikan Middle School

Positions of Leadership

1995-1998 President of the Assistant Principals Secondary Student Services Organization

1997 President, Region 16 Association of California School Administrators

2005-2007 Recording Secretary, Middle School Principals' Organization

Santa V. Calderón

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5300 Lankershim Bl
North Hollywood, CA 91601
santa.calderon@lausd.net

EDUCATION:

Masters of Science in Educational Administration, California State University,
Los Angeles, June 1981
Bachelor of Arts, Sociology, California State University, Northridge, June 1970

CREDENTIALS/CERTIFICATES:

Administrative Services Credential, June, 1981
Certificate of Competence, Spanish, June 1976
Standard Teaching Elementary Credential, August 1970

PROFESSIONAL EXPERIENCE:

Retired, Interim Administrator, LAUSD

2007 - Present

Professional Consultant

2007 - Present

Coordinator, Instructional Support Services,

Local District 2, Los Angeles Unified School District, LAUSD
July 2000 to July 2007

- Serve as Liaison to Central District Specially Funded Program Office
- Provide technical assistance and support to Title I School Programs for Elementary, Middle, Senior High School, and Continuation High Schools
- Plan and lead monthly professional development meetings for Elementary and Secondary Categorical Program Coordinators
- Provide professional development on the alignment of budgetary resources to instructional priorities and Single Plans to principals and school teams, including Program Improvement Schools.
- Participate in Scholastic Audit Team visits for designated District 2 Schools
- Monitor, coordinate schools with High Priority School Grant, Immediate Intervention for Under Achieving Schools Grant, Comprehensive School Reform Grants
- Provided training and monitored schools for the 2005-2006 Categorical Program Monitoring Review and the 2001-2002 Consolidated Compliance Review process, resulting in 100% Compliant Review for Title I Programs
- Coordinated, monitored Program Quality Review and Enhanced Program Quality Review processes for participating schools
- Developed, implemented Single School Plan for Student Achievement training for Schoolwide Program and Targeted Assistance Program Schools
- Developed and implemented presentations to District 2 Compensatory Education Advisory Council and English Learners Advisory Council for Single School Plan, Title I Program, and Categorical Budgets
- Provided training to Parent Community Advisory Council regarding Title I Programs, Single Plan for Student Achievement and School Governance options

Principal, Canterbury Avenue / Gifted Magnet School, LAUSD

August 1993 to July 2000

- Supervised and monitored all aspects of instruction, community relations, personnel, and operations of a Title I Elementary School with a Gifted/Talented Magnet Center, with 125 staff members, 1200 students, 85% free/reduced lunches
- Supervised and evaluated 59 certificated staff, 42 paraprofessionals, 24 classified employees.
- Designed, implemented and monitored professional development to all stakeholders
- Initiated and provided resources to open a new Parent Center
- Provided parent education classes that improved community relations and focused upon District priorities including Language arts, Mathematics and English Learner Standards
- Visited classrooms regularly, providing written feedback on observation
- Used data analysis findings to focus staff development and alignment of instruction
- Implemented grade-level release program to facilitate professional development

Assistant Principal, Florence Avenue, LAUSD

August 1991 – August 1993

Assistant Principal, Canoga Park Elementary School, LAUSD

August 1989 – August 1991

District Instructional Advisor, Office of Bilingual/ESL Instruction, LAUSD

August 1985 – September 1989

Instructional Advisor, Region B, Priority Staffing, LAUSD

September 1984 – August 1985

Categorical Program Coordinator, Van Nuys Elementary, LAUSD

August 1979 – August 1984

Bilingual Coordinator & Classroom Teacher, Dyer Street School, LAUSD

July 1976 – July 1979

Bilingual/ESL Teacher, Pacoima Elementary School, LAUSD

September 1970 – June 1976

Kenneth Barker

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Tujunga, CA 91042
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Los Angeles Unified School District
Employee # 00559215

Home: (818) 951-6798
Work: (818) 755-5435
Cell: (818) 634-8477

Administrative and Instructional Experience

2009 – Present *Local District 2, Los Angeles Unified School District*

Local District Coordinator, Response to Instruction and Intervention (RtI²)

Manage, supervise and evaluate a team of experts to design and deliver Professional Development to Local District schools on the RtI² framework. Coordinate Beyond the Bell intervention programs for the Local District. Confer with Local District Superintendent, Directors and support administrators on Local District goal setting and planning. Provide data acquisition and analysis services at the Local District level, including CST and CAHSEE performance trends, A-G achievement patterns, graduation and drop-out rates and attendance patterns.

2007 – 2009 *Local District 2, Los Angeles Unified School District*

School Improvement Facilitator

Assisted Local District 2 principals in collaborating with stakeholders to plan, implement, evaluate and improve upon each school's small learning community redesign/improvement plan: Organized and facilitated professional development. Assisted in plan development and writing. Advised on master schedule preparation. Collaborated with school administration, local district staff, and central office staff to complete tasks and activities related to small learning community and small schools implementation.

2005 – 2007 *Sylmar High School, Los Angeles Unified School District*

Required Learning Academy & School Interventions Administrator

Ran and oversaw all aspects of intervention programs at Sylmar High School: Selected, supervised and evaluated teachers and classified personnel. Administered Beyond the Bell after-school intervention programs: selected students; constructed budgets, executed parent/community outreach, maintained program reports, statisticals and documentation, ordered and disseminated books and materials.

1994 – 2005 *Sylmar High School, Los Angeles Unified School District*

Teacher, Literacy Coach and school Literacy Coordinator (2001 - 2005)

Provided Instructional Coaching services to English Language Arts teachers. Coordinated schoolwide literacy intervention programs (DRWC). Oversaw implementation of the Periodic Assessment Program. Provided professional development for District literacy initiatives.

- Teaching positions: English Language Arts Teacher, Grades 9 – 12; Honors English Teacher: Sylmar Math Science Technology Magnet
- Other assignments: Grant Writer: SB 1510, Digital High School; Assessment Coordinator, Sylmar High School Action Team.

1985 – 1994 *Los Angeles High School, Los Angeles Unified School District*

- Teaching positions: English Language Arts Teacher, Grades 10 – 12; English as a Second Language Teacher: Levels Beginning to Advanced
- Other assignments: Gate Coordinator; Grant Writer: SB 1510, Digital High School, SB1882

Kenneth Barker

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Cell: (818) 634-8477

Professional Associations

- *The Center for the Future of Teaching and Learning*: member of the Board of Directors and Chairman of the Board, Emeritus. The Center is a California-based non-profit educational policy research organization that seeks to inform the California's policy-making community on issues of teacher quality and professional development. www.cftl.org
- Design Team/Steering Committee member and web master for the *California Teacher Leadership Forum*, a statewide organization of teacher leaders dedicated to informing the California policy-making community on classroom issues.
- Former Fellow in the *Teacher Network Leadership Institute (1995-2000)*, a national network of teachers committed to informing the policy-making community on teacher and classroom issues through teacher action research. www.teachersnetwork.org/tnli/
- Professional Development Presenter: workshop series on constructivist education for the *Los Angeles Educational Partnership*.

Educational Background

2005 – 2006	AB75 Tier II Credential Program <i>Administrative Academy, AALA</i>
2004 – 2005	<i>The Principals Leadership Institute</i> <i>University of California, Los Angeles</i> Administrative Services Credential and Master Degree in Education
1985 – 1987	<i>California State University, Los Angeles</i> Single Subject Teaching Credential, English
1975 – 1978	<i>University of California, Berkeley</i> Bachelor of Arts, Psychology Graduated <i>Phi Beta Kappa</i>
1972 – 1975	<i>Los Angeles Valley College</i> Associate of Arts Degree

Additional Competencies: Advanced *MS Excel*, *MS Access* and data analysis skills. Advanced *MS Word* skills. *Visual Basic for Applications (VBA)* programming. Complete familiarity with SSIS, DSS, Princeton Review Periodic Assessment reports, and with downloadable CDE data files. Have been *MyData* trained. Skilled in both uni-variate and multi-variate statistical analysis. Consider myself a competent home cook.

Jack Lawrence Bagwell

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jack.bagwell@lausd.net

Employee No. 560494

Professional Experience

LOCAL DISTRICT 2, LAUSD Director of School Services

2006 – Present

- Planned and collaborated with District Reading Programs to design Reading First professional development for administrators and instructional coaches.
- Worked directly and collaboratively with administrators to problem solve and develop strategies and plans for engaging and increasing parent involvement at schools.
- Utilized periodic assessment and classroom observation data to plan professional development with administrators in literacy, ELD and mathematics.
- Assisted administrators in planning and allocating categorical resources to target and support instructional improvement goals and benchmarks based on periodic assessment data.
- Actively engaged administrators in work teams to identify challenges to improving the instructional core and developing strategic, goal-based actions to improve student learning and teacher practice.
- Supported administrators in the planning, implementation and monitoring of school site action plans for instructional improvement.
- Supervised the instructional leadership practices of administrators in their use of periodic assessment data, establishing instructional foci, benchmarking their leadership practice, and in structuring opportunities for teacher learning.
- Led administrative learning teams in developing solutions to problems of instructional practice to improve the quality of teaching and learning in classrooms through professional development opportunities.

DAYTON HEIGHTS ELEMENTARY SCHOOL, LAUSD – Local District 4 Elementary Principal

2003 – 2006

- Established continuing parent education seminars and classes focused on literacy, ELD and mathematics, empowering parents to becoming more engaged in school activities and with teachers.
- Planned and collaborated with the special education support team to implement a literacy and language learning lab as a collaborative model of instruction and intervention for general and special education students.
- Utilized District data resources (SOAR, DSS, EduSoft and SIS) to prioritize and determine areas of instructional focus and improvement for students.
- Utilized instructional coaches as a tool to improve the instructional core through professional development opportunities, classroom visitations and grade level planning meetings.
- Leveraged categorical resources to customize, support and develop professional development opportunities for teachers based on teacher and grade level needs.
- Organized administrative and grade level instructional teams with responsibilities for planning and implementing short-term and long-term professional development opportunities for teachers in literacy, ELD and mathematics.
- Involved stakeholder groups in targeting resources from the High Priority Schools Program Grant for strategic academic and support services resulting in continuous growth and improvement in API and AYP indicators.

EMELITA STREET SCHOOL, LAUSD – District C Elementary Principal

1999 – 2003

- Coordinated for the successful implementation of Open Court Reading 2000 in grades K-5.
- Coordinated for the successful implementation of Scott, Foresman Mathematics 2001 in grades K-5
- Implement a coaching model for teachers to include differentiated professional development for newly implemented Open Court Reading and Scott, Foresman Mathematics programs based on teacher needs.
- Organized teachers, parents and community members to secure matching funds for the Wonder of Reading library grant resulting in the dedication of the Wonder of Reading library at the school.
- Implemented a lesson study design focused on evaluating and analyzing student writing samples, developing teacher content knowledge and skills, and reflection upon teacher practice and the impact upon student learning.

- Collaborated with various stakeholder groups to organize and plan the local district literacy faire.
- Effectively led grade level teams to focus on data analysis and implementation of instructional improvement strategies resulting in continuous growth of API/AYP indicators.

**NAPA STREET SCHOOL, LAUSD – Cluster 6
Elementary Assistant Principal**

1997 – 1999

- Successfully worked with general education and special education teachers to organize and implement a Student Study Team resulting in targeted intervention services for students.
- Effectively led professional development trainings in literacy instruction for administrators and teachers as a member of the Cluster 6 Literacy Cadre.
- Increased parent participation and decision-making through the LEARN Governance Council and Napa Street School Parent Center.
- Successfully coordinated the implementation of the Project M.O.R.E. Title VII Bilingual Program as a research-based model of instructional improvement for English Learner students.

**NAPA STREET SCHOOL, LAUSD – Region F
Categorical Programs Coordinator**

1994 - 1997

**NAPA STREET SCHOOL, LAUSD – Region F
Elementary Bilingual Teacher (Grades 1-3)**

1985-1994

**ZION LUTHERAN SCHOOL - Glendale, California
Elementary Teacher (Grades 4-5)**

1983-1985

**ST. JOHN LUTHERAN SCHOOL – Montebello, California
Elementary Teacher (Grades 2-3)**

1980-1983

Education

Bachelor of Science in Elementary Education • Concordia University – Seward, Nebraska
California Elementary Multiple Subjects Credential • California State University, Los Angeles
Masters of Arts in Education-Elementary Reading • California State University, Los Angeles
Masters of Arts in Education-Educational Administration • California State University, Los Angeles
Bilingual Certificate of Competence-Spanish (BCC) • California Commission of Teacher Credentialing

Professional Associations

Association of California School Administrators (1997 to Present)
 Phi Delta Kappa (2002 to Present)

Anthony Aguilar
 10832 Gaynor Avenue
 Granada Hills, CA 91344
 818.363-9623
Employee # 683036

Objective

To lead and guide a school community through a challenging academic environment that includes all community members regardless of race, creed, nationality, exceptional needs and socioeconomic status

Education

Bachelor of Science - Sociology - **University of California, Berkeley**, 1995
 Clad credential - **Mount St. Mary's, Los Angeles**, 1999
 Education Specialist Mild/Moderate Disabilities, - **Mount St. Mary's, Los Angeles**, 2002
 Master's in Educational Administration, **California State University, Los Angeles**, 2003

Highlights of Qualifications

- Ability to lead a group of teachers towards the same goal
- Implemented educational reform at a school site that lead to an API growth of 45 points
-

Awards

- Americorp, Multicultural Alliance grant recipient. 1997,1998
- Shane Alexson Educator Scholarship 2000

Professional Experience

Strathern Street Elementary

North Hollywood

2009-present

Principal

Responsible for the instructional program and daily operations at the school. Collaborated with all stakeholders to develop a budget that is aligned to student need. Allocated appropriate instructional personnel to ensure impact on student achievement. Supervise all teachers in order to maintain rigorous educational program

Brainard Avenue Elementary

Lake View Terrace

2007-2009

Principal

Responsible for the instructional program and daily operations at the school. Collaborated with all stakeholders to develop a budget that is aligned to student need. Allocated appropriate instructional personnel to ensure impact on student achievement. Supervise all teachers in order to maintain rigorous educational program

El Dorado Elementary

Sylmar

2006-2007

Asst. Principal

Responsible Work with principal, coaches and grade level chairs as an instructional leader to coordinate, promote, deliver and support effective curricular programs and ideas for all students. Assist in planning, developing and presenting a coordinated, focused and integrated professional development plan to address the differentiated training needs of teachers and support staff from novice to experienced for the purpose of improving student achievement.

Supervise and evaluate teachers and special ed assistants.

Prepare and maintain necessary reports, letters, confidential files and general communications relating instructional, organizational and operational programs of the school site.

**Professional
Experience****Toluca Lake Elementary**

North Hollywood

2004-2006*Asst. Principal*

Responsible Work with principal, coaches and grade level chairs as an instructional leader to coordinate, promote, deliver and support effective curricular programs and ideas for all students. Assist in planning, developing and presenting a coordinated, focused and integrated professional development plan to address the differentiated training needs of teachers and support staff from novice to experienced for the purpose of improving student achievement.

Supervise and evaluate teachers and special ed assistants.

Prepare and maintain necessary reports, letters, confidential files and general communications relating instructional, organizational and operational programs of the school site.

, and instructional strategies that help learning disabled students engage with the curriculum.

Marianna Avenue Elementary

East Los Angeles, CA

2000-2004*Special Education Coordinator*

Responsible for coordinating bi-monthly meetings with other special education teachers to discuss compliance and other relevant special education issues such as inclusion and collaboration. Also Responsible for allocating and monitoring of the special education budget in accordance to the Modified Consent Decree. Required to monitor the FRDB site to accurately account for monies. Conduct bi-annual staff developments with general education teachers that keep staff informed with new laws, the referral process, and instructional strategies that help learning disabled students engage with the curriculum.

Marianna Avenue Elementary,

East Los Angeles, CA

1999-2004*Resource Specialist Teacher*

Responsible for creating and implementing diverse lessons that address the specific learning disabilities of students. Required to establish and maintain a positive communication forum with student's general education teacher in order to properly monitor student's progress. Create Individual Educational Programs (IEP's) that addresses a variety of academic goals for special education students. Use newly district adopted computer program, Welligent, to input IEP data in order to remain compliant with Modified Consent Decree.

Marianna Avenue Elementary,

East Los Angeles, CA

1996-1999*Fourth Grade Teacher*

Created and implemented daily academic plans that included Language Arts, Math, Social Science, Science and all curriculum standards addressed in a multiple subject classroom.

Required to establish a good rapport with parents and community in order to provide for a comfortable learning environment.

JOB DESCRIPTION OF PRINCIPAL

Class Description

PRINCIPAL, ELEMENTARY SCHOOL

A. Job Purpose

Serves as the instructional leader, chief fiscal officer, and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to

Local District Superintendent or designee

C. Subordinates

Assistant Principal, Elementary School, as assigned; Assistant Principal, Elementary Instructional Specialist, as assigned; Teachers; School Nurse; School Psychologist; Pupil Services and Attendance (PSA) Counselor; Psychiatric Social Worker; Cafeteria Manager; and Plant Manager, as assigned, for administrative direction when functioning at the school site; Administrative Assistant; Paraprofessionals, as assigned; other certificated, classified and unclassified personnel, as assigned

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study approved for purposes of District/AALA Bargaining Agreement, Article IV, Section 3.0.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners. (Note that the culture requirement is automatically satisfied by meeting the multicultural education requirements listed above.)

For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of service in a certificated position(s) directly related to an instructional program covering grades Pre-K - 6, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

At least two years of successful service as an Assistant Principal, Elementary School.

NOTE: For definitions of years of service, refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, District policies and operating procedures, and negotiated contracts on elementary education.
2. Ability to organize and direct an educational program that provides for the social, emotional, and intellectual development of the elementary student, pre-kindergarten through grade six (ages 3-13).
3. Capacity to lead, direct, and supervise teachers and staff.
4. Ability to promote and provide opportunities for recognition, development, and leadership among students, staff, parents, and colleagues.
5. Understanding of and sensitivity to diversity in the school community; knowledge of District resources and instructional materials related to diversity.
6. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.

7. Knowledge of and skill in effective budgetary processes and school finance.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to make formal, public presentations.
10. Ability to compose and comprehend written communication.
11. Ability to observe subordinates' activities.
12. Ability to travel to other sites/locations.
13. Mobility to traverse all areas of all work sites.
14. Mobility to respond quickly in an emergency situation.
15. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administration Credential
3. Standard or General Administration Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class

APPENDIX 10.3

TEACHING STAFF JOB DESCRIPTION

Teachers shall be primarily responsible for developing, planning, and implementing the school's educational program to meet the academic needs of all learners in the classroom. In addition to their classroom instructional duties, the broadly defined duties of the teachers shall include but not be limited to the following:

- Understand and implement the school vision, mission and educational plan.
- Implement learned skills from the Professional Developments.
- All teachers are expected to adhere to the goals and objectives of the California Standards for the Teaching Profession in each of the following domains:
 - Engaging and Supporting All Students in Learning
 - Creating and Maintaining Effective Environments for Student Learning
 - Understanding and Organizing Subject Matter for Student Learning
 - Planning Instruction and Designing Learning Experiences for All Students
 - Assessing Student Learning
 - Developing as a Professional Educator.
- Develop a cohesive and coherent instructional program at each grade level that fosters creativity and innovation in the delivery of instruction and supports enrichment of the State Content Standards
- Proficient with current educational theory and curriculum development for all learners, including those who are ELD, GATE, or have Special Needs.
- Accept responsible and accountability for student performance.
- Understanding of different student learning modalities and having the capacity and skills to adapt their teaching style to achieve the best outcome and improve student learning.
- Ability to assess student academic growth and social development in a variety of ways (e.g., formative and summative tests, student work samples, oral and written presentations, projects, and portfolios).
- Maintain ethical, compassionate and respectful behavior in all interactions with students especially but also with parents, staff, and community members.

APPENDIX 10.2: JOB DESCRIPTION OF LEADERSHIP TEAM

Class Description ASSISTANT PRINCIPAL, ELEMENTARY INSTRUCTIONAL SPECIALIST

A. Job Purpose

Assists the elementary school principal in developing collaborative general and special education instructional programs and meeting special education compliance obligations, including ensuring that the legal requirements for the Individualized Education Plan (IEP) process are met, IEP mandated services are delivered and monitored, *Chanda Smith* Implementation Plans are addressed at the school site, appropriate instruction and services are provided to students with disabilities in the least restrictive environment and parent involvement and active participation is facilitated.

B. Responsible to

Principal, Elementary School

C. Subordinates

Certificated and classified personnel as assigned

D. Functions

Essential Functions

1. Facilitates the implementation of instructional modifications, accommodations and behavioral interventions that support student achievement in the general curriculum.
2. Coordinates ongoing collaboration between special education and general education personnel.
3. Coordinates and monitors the IEP process.
4. Monitors the implementation of required District procedures in accordance with the Special Education Compliance Guide.
5. Coordinates *Chanda Smith* Consent Decree school site plan implementation.
6. Prepares for, coordinates and monitors all school self-review and District Validation Review activities, including the submission of required corrective actions as necessary.
7. Plans and coordinates special and general education programs to ensure that students with disabilities have access to the core curriculum in the least restrictive environment.
8. Facilitates implementation of appropriate interventions, including interventions for English language learners.
9. Coordinates the integrated operation of a school-wide team designed to review and make recommendations for alternative instructional support for individual students who may be at risk of not meeting grade-level standards.
10. Facilitates special education referrals and related assessments, Section 504, behavioral intervention, Language Appraisal Team and Student Success Team referrals and assessments.
11. Coordinates ongoing professional development for certificated and classified staff, including paraeducators, to support achievement of students with disabilities in the least restrictive environment.
12. Ensures the inclusion of parents in determining appropriate instructional supports for students, assists families in accessing learning supports and encourages parents to be involved in school activities.
13. Ensures the maintenance of student records including documentation of interventions and outcomes, including interventions for English language learners.

14. Participates in the guidance, coaching and evaluation of certificated and classified staff including the collaborative evaluation of Designated Instruction and Services personnel working at the school site.
15. Provides training to site personnel on the use of IEP software.

Other Functions

1. Attends regular professional development meetings to remain knowledgeable of compliance with District, state and federal special education and related mandates.
2. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the Office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
3. Performs other duties as assigned.

E. Qualifications

Education

Required

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general course work in multicultural education or equivalent study in accordance with Board Rule 4204.
3. At least two semester units each (six semester unit total), or the equivalent, of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Learners. (Note that the culture requirement is automatically satisfied by meeting the Board Rule 4204 requirements listed above.) For additional information on Master Plan requirements, refer to the current policy bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required At least five school years of successful full-time public school certificated service.

Desirable

1. Elementary teaching experience.
2. Successful experience as a Program Specialist or in a position related to special education.
3. Successful experience in an elementary school leadership position, such as grade level chairperson, school coordinator, mentor teacher, demonstration teacher, or a position of a commensurate level requiring leadership in the instructional program.

Knowledges, Skills, Abilities and Personal Characteristics

1. Knowledge of the *Chanda Smith* Consent Decree, federal and state laws and District policies and procedures pertaining to special education, and Section 504.
2. Knowledge of District, state and federal standards, goals and guidelines related to general and special education elementary school instructional programs and curriculum.
3. Knowledge of the Education Code, Board Rules, District policies and operating procedures and negotiated agreements.
4. Knowledge of and expertise in literacy (including intervention) and language acquisition strategies for elementary school students.
5. Professional growth appropriate for educational administration at the elementary level.
6. Capacity to lead, direct and supervise fellow workers in education including facilitating group processes such as consensus building and conflict resolution.

7. Understanding of, and sensitivity to, the needs of diverse ethnic, racial, socio-economic, linguistic and disability groups in the school community.
8. Ability to communicate effectively with school staff, students, parents, community representatives and other stakeholders and District personnel, both individually and as a group.
9. Ability to direct management activities associated with the functions of this position.
10. Ability to compose and comprehend written communication.
11. Facility in the use of computers and related instructional technology.
12. Knowledge of staff development and inservice resources; ability to plan, organize and implement staff/professional development activities.
13. Ability to gather, analyze, organize and utilize data for the improvement of the instructional program.
14. Ability to traverse all areas of the school site.
15. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials or a certificate of eligibility must be in force and on file in the Office of the Los Angeles County Superintendent of Schools or the Credential Services Unit of the Los Angeles Unified School District:

1. Service Credential with specialization in administrative services authorizing service as a principal of an elementary school
2. Elementary School Administrative Credential
3. Standard or General Administrative Credential
4. Standard Supervision Credential authorizing service as a principal of an elementary school

NOTE: This is a Master Salary Table class.

CATEGORICAL PROGRAM ADVISER

QUALIFICATIONS

Principals are responsible for verifying that persons selected for the position of English Learner Program Coordinator meet the following minimum qualifications:

- BCC/BCLAD
- Expertise in bilingual methodology, second language acquisition, and culturally responsive pedagogy
- Successful experience teaching English learners
- Experience planning and leading professional development
- Ability to effectively communicate with students, parents, and community in their primary language
- Knowledge of the culture(s) of the school's student population(s)
- Permanent status

DESCRIPTION

The school-based English Learner Program Coordinator assists the principal with the implementation of *Master Plan* instructional programs and services for English learners. The English Learner Program Coordinator's main responsibilities involve professional development and coordination of services.

1. *Master Plan* Professional Development Responsibilities

- a. Collaborate with the principal and teachers to ensure that professional development and intervention services meet the needs of ELs
- b. Conduct professional development to ensure all stakeholders are aware of and able to assist in meeting the needs of ELs
- c. Attend District ELD professional development
- d. Work with teachers to plan, enact, and analyze lessons
- e. Facilitate classroom observations to improve ELD instruction
- f. Assist grade-level/department teams to examine student work, debrief classroom observations, and use ELD assessment data to plan differentiated instruction
- g. Provide professional development to support teachers in implementing the ELD Assessment Portfolio system
- h. Provide ongoing professional development for all stakeholders to effectively implement *Master Plan* policies and procedures

2. *Master Plan* Program Coordination Responsibilities

- a. Assist the office staff with the enrollment of ELs and ensure appropriate initial program and ELD placement
- b. Support the administration of initial language proficiency assessments
- c. Inform parents of all *Master Plan* program options using the District's parent brochure, video, and notification letters
- d. Support the STAR testing coordinator in the administration of the annual CELDT
- e. Monitor ELD and academic progress for ELs, and reclassified students, the referral process to the Language Appraisal Team and other follow-up procedures
- f. Coordinate the administration of the ELD Writing Assessment and *High Point's* Diagnosis and Placement Inventory for students matriculating to the middle school
- g. Collaborate with the Standards-Based Promotion Coordinator to identify and coordinate ELD intervention services for ELs not making adequate ELD progress
- h. Support the development, implementation, and inclusion of ELD within the *Single Plan* in collaboration with literacy and math coaches
- i. Maintain documentation as required for district, state, and federal EL program accountability

AA

- j. Assist the administrator with the assignment of bilingual paraprofessionals to provide primary language support
- k. Collaborate with the literacy and math coach to ensure the use of appropriate strategies for access to core content
- l. Support the English Learner Advisory Committee (ELAC)
- m. Attend monthly Local District EL program staff meetings

COMMUNITY SCHOOL RESOURCE COORDINATOR

QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree in public relations, community relations, urban planning, business administration, public administration, or a related field.

Experience:

Two years of experience in a public or private agency performing community outreach activities to obtain diverse community support for community improvement projects, preferably including organizing community outreach campaigns or fieldwork for community based organizations

Knowledge of:

Public relations principles

Current community issues

Local government structure

Appropriate protocol for working with the staff of local, State, and federal elected officials

Personal computers and peripheral equipment, including software and hardware operation and usage

Ability to:

Assimilate information from a variety of sources

Exercise tact and diplomacy relative to public inquiries

Communicate effectively, both orally and in writing

Work effectively with diverse groups

Work on numerous projects simultaneously

Present a position or plan in a diplomatic manner to diverse groups

SCHOOL ADMINISTRATIVE ASSISTANT

DEFINITION

Manages a school office, performs administrative assistance for a school administrator and is responsible for the supervision of the clerical activities of a school.

TYPICAL DUTIES

Plans, establishes, and supervises the implementation of clerical procedures in a school office to insure timely preparation and submission of reports, records, studies, letters, and other materials.

Supervises clerical work related to such matters as enrollment, attendance, curriculum personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment.

Performs secretarial duties for a principal by arranging appointments, maintaining an appointment calendar, receiving visitors, screening telephone calls and mail, and composing communications from general instructions or rough notes.

Utilizes and supervises the use of applications software to conduct school business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties.

Reviews communications, bulletins, reports, and other items and obtains information from a variety of sources as requested by the administrator in order to advise on necessary actions and to provide information to school personnel, parents, students, and others.

Answers or refers inquiries, contacts administrative offices and public service agencies, interprets

District and school policies, and coordinates and provides approved information to parents, students, school personnel, and the public over the telephone and in person.

Requests available teachers to cover classes during absences of regular or substitute teachers and maintains related records.

Orients new and substitute teachers, parent groups, volunteers, and aides in school and office administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys.

Organizes and maintains files, records and guides.

Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.

Provides orientation and training for clerical personnel, including those assigned to offices supervised by certificated staff.

Advises school administrators on office procedures, layout, equipment, and staffing, and on policies and procedures related to the clerical staff.

Assists in securing substitute teachers and classified personnel.

May maintain a standardized bookkeeping system for financial transactions, receive and disburse funds, and compile reports.

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May oversee students waiting in the main office of the school.

May provide guidance to volunteers and others working in the school office.

May prepare and proofread class schedules and other materials and supervise their mailing and distribution.

May provide minor first aid, arrange for care of ill or injured students, and, if authorized, dispense prescribed oral medication in the absence of a School Nurse. Perform s related duties as assigned.

SUPERVISION

General supervision is received from a school principal or an assistant principal. Supervision is exercised over clerical personnel and may be exercised over student helpers. Functional supervision maybe exercised over clerical activities of personnel who are directly supervised by certificated staff.

CLASS QUALIFICATIONS

Knowledge of:

General administrative organization of the District

Principles of organization, personnel management, and progressive discipline

Pertinent provisions of labor contracts

School office procedures, practices, and equipment

Microsoft Word and Excel

Correct spelling, punctuation, and grammatical usage

Principles and techniques of school safety and first aid

District records, reports, and procedures relating to student attendance, employee time reporting, operation of the Instructional Material Account, and other school office functions

Pertinent State laws and District rules and regulations pertaining to school operations

Bookkeeping methods

Basic Internet and web browsing techniques

Basic computer security and privacy issues as defined by the Acceptable Use Policy for District computer systems

Ability to:

Plan and supervise clerical work for maximum efficiency in the utilization of staff, including scheduling, establishing priorities, and responding to problems

Type rapidly and accurately using a computer keyboard

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Make arithmetic computations

Operate a variety of office machines including computers

Utilize the capabilities of a personal computer and various business-oriented computer applications such as word processing programs, spreadsheets, database managers, and District specific software such as IFS, SIS, BTS, and FRDB

Compile and check data for reports

Compose written communications

Work well and deal tactfully with administrators, employees, parents, students, and the public

Demonstrate initiative and good judgment while working under pressure and frequent interruptions

Train clerical employees and evaluate performance

Interpret regulations and policies

Obtain and impart information tactfully and accurately

Keep confidential information

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office management, District software applications, and supervision.

Experience:

Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school office. Experience providing work direction to clerical staff and/or preparing payroll is preferable. Completion of a course of at least 30 hours in supervision at an adult school or recognized college or university or completion of the Los Angeles Unified School District's Organizational Excellence School Office Procedures Program may be substituted for one year of the aforementioned experience.

PLANT MANAGER

Education: Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by additional courses in personnel management, supervision, steam engineering, and related subjects. Verification of successful completion of Maintenance and Operations authorized courses in Custodial Training, Heating and Ventilation, Supervision, and Scheduling Practices must be presented at the time of examination.

Knowledge of:

- Principles, materials, and methods of custodial work
- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents
- Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting school buildings
- Procedures for the maintenance of records; and the report, storage, and disbursement of materials
- Pollution control regulations
- Methods and materials used in minor maintenance of buildings and equipment
- Principles of supervision and obligations of supervisors under the provisions of the labor agreement applicable to subordinates
- Basic personnel and payroll rules and procedures
- Flag courtesy and care

Experience: Experience in janitorial, custodial, or building maintenance work is required preferably including experience in school operations.

Description: Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of a school or office plant or plants; and is responsible to a school principal or other site administrator for the cleanliness and operation of the facility and to Maintenance and Operations for technical supervision. The level of classification is determined by the custodial daily labor allotment at the site or sites.

Duties

- Supervises and participates in custodial work in cleaning rooms, toilets, halls, walks, stairways, shops, gymnasiums, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting.
- Selects materials and equipment for cleaning a wide variety of floors, walls, and other surfaces.
- Analyzes custodial needs and recommends priorities for the custodial program.
- Prepares, adjusts, and assigns work schedules for regular and special cleaning and the recycling program, including school-vacation cleanups; and assures that facilities are unlocked and secured as necessary.
- Assigns special custodial duties for various educational, social, and civic activities, and to meet emergencies; and arranges for proper equipment, heating, ventilating, and lighting.
- Operates and supervises the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.
- Operates, services, adjusts, and makes minor repairs to power equipment, including yard sweepers, yard vacuums, scrubbing machines, carpet shampooers, vacuum cleaners, lawn

mowers, edgers, weed eaters, and related gardening equipment; and supervises the use of such equipment and other operations equipment.

- Inspects the plant and equipment in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates corrective action, assures safe and efficient operation of equipment, determines the need for maintenance work, and coordinates maintenance services with custodial and school schedules.
- Maintains inspection records, reports needs for repairs to the site administrator or to the appropriate maintenance office, and may make minor repairs.
- Maintains records and submits reports on plant security, vandalism, thefts, emergencies, supplies, operation costs, use of facilities, and related matters.
- Trains and instructs assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment, and related tasks; and may assist Area branch personnel in training new custodians.
- Confers with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and animal regulation.
- Orders, receives, checks, and disburses custodial and school supplies and equipment; stores and distributes school supplies and equipment; maintains an inventory and maintains related records as required.
- Supervises and participates in watering lawns, shrubs, and trees involving the operation of manual or automatic irrigation systems in accordance with instructions from Maintenance and Operations.
- Supervises the removal of weeds and debris from paved and unplanted areas.
- Issues keys, keeps records, and maintains a supply of spare keys.
- Supervises and participates in moving audio-visual and other equipment within the school or office site.
- Maintains records of shutoff valves and utility cutoffs, including fire sprinkler systems; checks and operates fire extinguishers; and may operate or supervise the operation of a swimming pool filtering system and related equipment.
- Reviews and submits custodial time reports.
- Performs related duties as required.

FOOD PRODUCTION MANAGER

DEFINITION

Plans, coordinates, and supervises the operation of food processing plants involved in preparing and assembling a large volume of pre-plated meals and individual food items in large quantities.

TYPICAL DUTIES

Plans and establishes food processing standards and employee work schedules and assignments in the preparation and packaging of a large number of breakfast and lunch meals.

Directs the preparation and cooking of foods, including bakery products, for inclusion in pre-plated meals.

Directs the assembling, packaging, loading, storage, and transport of prepared foods. Develops, coordinates, and supervises the implementation of meal delivery schedules.

Coordinates meal planning and supervises production to assure quality and that recipes and menus are followed in accordance with federal, State, and Food Services Branch rules and regulations.

Establishes and maintains appropriate plant sanitation, safe working conditions, and proper food handling practices and procedures in the food processing plants.

Plans and directs the ordering, receipt, inspection, storage, and inventory control of food products and supplies used in the plant, and maintains contact with vendor representatives to assure accurate and timely deliveries.

Directs the cleaning and maintenance, including preventive maintenance, of food processing equipment, food preparation areas, and facilities.

Recommends the establishment of new positions and interviews, selects, assigns, and evaluates employees.

Plans, develops, and conducts training programs for employees.

Evaluates and recommends the purchase of food processing and packaging equipment. Participates in budget development and analysis of expenditures and costs.

Obtains and provides information for the development of specifications and contacts for food products, equipment, and plant layout.

Confers with Satellite Kitchen Supervisors, cafeteria managers, school administrators, and other

District employees regarding matters such as food processing needs, food quality controls, menu acceptability, ordering of supplies, and delivery of meals.

Confers with vendor representatives and District employees regarding the purchase, installation, and servicing of food processing equipment and the modification of facilities to meet production needs and visits other food processing plants to obtain information regarding equipment, operations, and facilities layout.

Recommends that motion and methods studies be conducted of plant operations.

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Prepares, reviews, and maintains cost and production records and reports as required. May operate a computer terminal.

Perform s related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

T he Food Production Manager is responsible for planning and supervising the operation of food processing plants involved in preparing, cooking, packaging, and distributing a large volume of pre-plated meals and bulk food on a daily basis.

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The Deputy Director of Food Services assists the Director of Food Services in planning, organizing, scheduling, assigning, reviewing, and supervising the activities of the Field Operations Section and the Food Production Section; acts for the Director as required; and may be responsible for particularly complex or sensitive projects or continuing programs of the branch.

An Assistant Food Production Manager supervises the preparation of production schedules; preparation and assembly of meals; sanitation and maintenance of food production areas and related equipment; ordering, warehousing, and distribution of food and supplies to production areas and schools; and daily office and personnel functions, including record maintenance.

SUPERVISION

General direction is received from a Deputy Branch Director. Supervision is exercised over all employees assigned to the processing plants.

CLASS QUALIFICATIONS

Knowledge of:

Principles and practices involved in organization and management of a large food processing program and plant

Methods and technology of quantity food production, cooking, and meal preparation

Menu selection and presentation in relationship to processing equipment capabilities and limitations

Food production costs and price, portion, and quality assurance and control methods in a large food processing operation

Procedures for ordering, receiving, storing, and packaging meals and food items in large quantities

Federal, State, and District rules and regulations pertaining to school meals and child nutrition

Use and care of equipment used in large-scale food processing and packaging

Health, sanitation, and safety regulations pertaining to the handling and storage of foods and the operation of food processing facilities and equipment

Principles of personnel management and labor relations, including labor contract administration

Union contract provisions and principles of labor management

Microsoft Office

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Ability to:

Plan, schedule, and supervise the work of a large number of employees

Develop and implement methods for ordering, receiving, inspecting, and storing a large volume of food products and kitchen supplies

Develop and maintain accurate records, make mathematical computations, and prepare reports

Review and analyze work procedures and methods, and devise and implement improvements

Plan and conduct orientation and training

Establish and maintain effective working relationships with union representatives, vendors, food service personnel, school administrators, and other District personnel

Communicate effectively, orally and in writing

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university, preferably with a major in food services management, food science, food technology, or a related field. Additional experience may be substituted for two years of the required education on a year-for-year basis.

Experience:

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Two years of experience in managing or supervising the operation of a large commercial or institutional food processing plant or a major section of a food processing plant, including experience in supervising the operation and maintenance of production-type food equipment.