

**THE HUMANITAS ACADEMY OF ART AND TECHNOLOGY
TEACHER CONSORTIUM**

Assurance ii

Humanitas Academy of Art and Technology


January 11, 2010

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


Dear Superintendent Cortines:

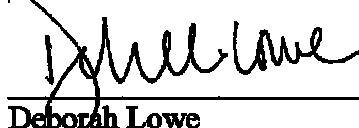
The Humanitas Academy of Art and Technology will enroll the requisite number of students from the impacted campuses that Esteban E. Torres High School is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.


Sincerely,



Deborah Thompson
Teacher
Los Angeles Unified School District



Lonée Lona
Teacher
Los Angeles Unified School District



Sonia Herrera
Teacher
Los Angeles Unified School District


Deborah Lowe
Teacher
Los Angeles Unified School District


Jessica Wadle
Teacher
Los Angeles Unified School District


Karen Gibler
Librarian
Los Angeles Unified School District


Estelle Ost
Teacher
Los Angeles Unified School District


Sandra Licari
Teacher
Los Angeles Unified School District

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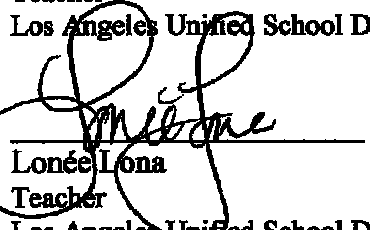
Ramon Cortines
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Los Angeles Unified School District
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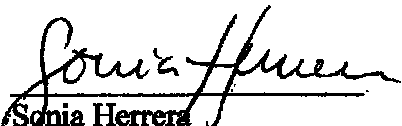
Dear Superintendent Cortines:


The Humanitas Academy of Art and Technology agree that the student composition at Esteban E. Torres High School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community

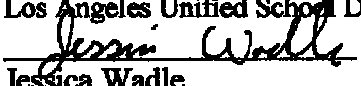
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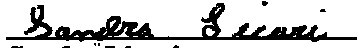

Karen Gibler
Librarian
Los Angeles Unified School District

A handwritten signature in cursive script, reading "Estelle Ost", written in black ink on a white background.

Estelle Ost

Teacher

Los Angeles Unified School District

A handwritten signature in cursive script, reading "Sandra Licari", written in black ink on a white background.

Sandra Licari

Teacher

Los Angeles Unified School District

**THE HUMANITAS ACADEMY OF ART AND TECHNOLOGY
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Assurance v

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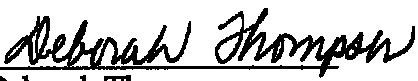
January 11, 2010

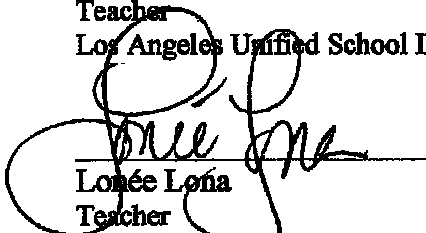
Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017


Dear Superintendent Cortines:


The Humanitas Academy of Art and Technology agree to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.


Sincerely,



Deborah Thompson
Teacher
Los Angeles Unified School District


Lonée Loña
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Estelle Ost

Teacher

Los Angeles Unified School District



Sandra Licari

Teacher

Los Angeles Unified School District

THE HUMANITAS ACADEMY OF ART AND TECHNOLOGY**GRADE 9****QUARTERLY CURRICULUM OVERVIEW – CONNECTED TO STANDARDS**

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
English 9 AB	QUARTER I 10 weeks	Identity: Choice, Responsibility and Overcoming Obstacles story stories and nonfiction articles about identity/choice/responsibility <i>Facing History and Ourselves: Choosing to Participate</i> Students will examine aspects of their own identity through personal writing in order to better understand the identities and motivations of characters and real people. They will then examine narratives about social action and character and real people faced with difficult choices	Reading: 2.3, 2.4, 2.8 Literary Response and Analysis: 3.2, 3.3, 3.4 Writing: 1.1, 1.2, 1.4, 1.9, 2.1, 2.2, 2.4, 2.5 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 2.4,	*work effectively in small groups *work with challenging texts *interactive notebooks *Persuasive essay that addresses an issue in community *write from a character's point of view *use graphic organizers *analyze significant quotations *Literary analysis essay *annotate a text
	QUARTER II 10 weeks	Identity: Choice, Responsibility and Overcoming Obstacles cont'd Background: Great Depression <i>Of Mice and Men</i> Students will understand character development and theme in a work of literature. They will understand figurative language and make connections between events in the novel and the time period of the The Great Depression. They will produce writing that uses relevant textual evidence to support assertions and analyze text for deeper meanings.	Reading: 1.1, 1.2, 2.3, 3.3, 3.4, 3.6, 3.7, 3.12 Writing: 1.1, 1.2, 1.9, 2.2 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 2.4	*take organize notes *use graphic organizers *identify Greek and Latin roots *paraphrase text *Expository, research-bases presentation *Expository, research-based report with MLA works-cited page *paraphrase text

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER III 10 weeks	Understanding Our Classical Roots cont'd Mythology Unit <i>The Odyssey</i> Students will gain a foundational understanding of popular mythology. Students will study myths from a variety of cultures, examine common themes and how these myths influence literature as well as popular culture. Through presentations of a mythological character, students will practice oral presentation skills.	Reading: 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.12 Writing: 1.1, 1.2, 1.9 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 1.8, 1.9, 2.1	
	QUARTER IV 10 weeks	Understanding Our Classical Roots <i>Romeo and Juliet</i> Through a study of Shakespeare and his life and times, students will gain a foundational understanding of the Renaissance and its influence on literature and popular culture. They will analyze interactions between main and supporting characters, recognize the significance of literary devices, write responses to literature and focused, coherent essays. They will develop oral presentation skills through dramatic interpretations of the play.	Reading: 1.1, 1.2, 3.1, 3.3, 3.4, 3.6, 3.7 Writing: 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.2 Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5 Listening and Speaking: 2.4	
Algebra 1 AB	QUARTER IV 10 weeks	<u>Basic Properties of Algebra</u> - Review basic operations, such as dealing with positive and negative numbers;	<u>Basic Properties of Algebra</u> 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and	Portfolios of student work In-depth, open-ended tasks,

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>working with exponents; fractions, etc.</p> <ul style="list-style-type: none"> - Evaluate simple expressions and apply the distributive property. - Simplify Expressions <p><i>How does what we measure influence how we measure and what we conclude from the results of our measurements?</i></p> <p><i>How do we convey meaning by using the language of mathematics? How do we translate the mathematics into English?</i></p> <p><i>How is the symbolism of algebra a powerful language?</i></p> <p><i>Are all rules meant to be followed? When should they be questioned or broken? Do we all have to follow the same rules?</i></p> <p><u>Solving Equations and Justifying Steps</u></p> <ul style="list-style-type: none"> - Apply the basic concepts of Algebraic reasoning to solving for an unknown value. - Justify equation-solving steps with the properties of 	<p>real numbers, including closure properties for the four basic arithmetic operations where applicable:</p> <p>1.1 Students use properties of numbers to demonstrate whether assertions are true or false.</p> <p>2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.</p> <p>4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$.</p> <p><u>Solving Equations and Justifying Steps</u></p> <p>3.0 Students solve equations and inequalities involving absolute values.</p> <p>4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$.</p> <p>5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p>	<p>with written explanation</p> <p>Performance group tests, to reinforce and assess cooperative group skills</p> <p>Traditional quizzes and tests of basic skills</p>

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>Algebra.</p> <p><i>How are equations (including proportions) and inequalities used to make real-life decisions?</i></p> <p><i>Is it necessary to categorize and classify mathematics into different subjects?</i></p> <p><i>When does mathematics fail to represent the real world?</i></p> <p><i>Are formulas invented or discovered?</i></p>		
	<p>QUARTER II 10 weeks</p> <p>Graphing, Deriving, and Solving Linear Equations and Inequalities</p>	<p><u>Graphing Linear Equations</u></p> <ul style="list-style-type: none"> - Graph linear equations and inequalities - Compute x- and y-intercepts - Verify that a point lies on a line - Solve word problems using linear equations - Identify when lines are parallel or perpendicular - Investigate the definition of a function <p><i>How can the past be used to predict the future?</i></p> <p><i>How can one event depend on another?</i></p> <p><i>What is less than nothing? Is anything smaller than zero? What is the difference between zero and</i></p>	<p><u>Graphing Linear Equations</u></p> <p>6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).</p> <p>7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.</p> <p>8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.</p> <p>15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p><i>nothing?</i></p> <p><i>How are different representations of math (graphs, tables, equations, inequalities) used to tell different stories?</i></p> <p><u>Derive Linear Equations</u></p> <ul style="list-style-type: none"> - Use algebraic rules and operations to derive linear equations from given points and graphs - Determine equations for perpendicular and parallel lines <p><i>Is math divine?</i></p>	<p>17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.</p> <p>18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.</p> <p><u>Derive Linear Equations</u></p> <p>2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.</p> <p>7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.</p> <p>8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.</p> <p><u>Solving Inequalities</u></p> <p>2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p><i>Does math reflect nature, or does nature reflect math?</i></p> <p><i>Can math predict the unknown?</i></p> <p><i>If models simplify reality, are they still true?</i></p> <p><u>Solving Inequalities</u></p> <ul style="list-style-type: none"> - Use algebraic rules and operations to solve inequalities - Solve equations and inequalities involving absolute values - Justify steps for solving inequalities with algebraic properties - Solve word problems using linear inequalities <p><i>How can estimation guide you toward the solution to a problem?</i></p> <p><i>If there is more than one solution to a problem, how does it affect your way of solving it?</i></p>	<p>exponents.</p> <p>3.0 Students solve equations and inequalities involving absolute values.</p> <p>4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p> <p>5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<i>How do models (data, graphs, equations) organize (translate, visualize) nature?</i>		
	QUARTER III 10 weeks	<u>Solve Linear Systems</u> <ul style="list-style-type: none"> - Solve systems of linear equations and inequalities. - Graph the solutions <u>Solve Quadratic Equations and Interpret their Graphs</u> <ul style="list-style-type: none"> - Prove the quadratic formula - Solve for roots and vertices <i>How much information is needed to make a reasonable prediction?</i> <i>How do you prove a prediction is false?</i> <i>Which is more important—the journey or the destination?</i> <i>How can a quadratic equation model the world?</i>	<u>Solve Linear Systems</u> 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets. <u>Solve Quadratic Equations and Interpret their Graphs</u> 19.0 Students know the quadratic formula and are familiar with its proof by completing the square. 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations. 21.0 Students graph quadratic functions and know that their roots are the x-intercepts. 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points. 23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	
	QUARTER IV	<u>Operations on Polynomials</u>	<u>Operations on Polynomials</u>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	10 weeks	<u>Operations on Rational Expressions</u>	<p>10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p>11.0 Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.</p> <p>14.0 Students solve a quadratic equation by factoring or completing the square.</p> <p>15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.</p> <p><u>Operations on Rational Expressions</u></p> <p>10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p>11.0 Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.</p> <p>12.0 Students simplify fractions with</p>	

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			<p>polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.</p> <p>13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p> <p>16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p>	
Geometry AB	<p>QUARTER I 10 weeks</p> <p>Developing Geometric Intuition</p>	<p><u>Relationships of Polygons and Angles</u></p> <ul style="list-style-type: none"> - Solve problems using angle and side measures for triangles and polygons - Prove relationships among angles in polygons <p><u>Parallel Lines cut by Transversals</u></p> <ul style="list-style-type: none"> - Perform basic constructions involving parallel lines - Prove and use properties of parallel lines cut by a transversal <p><u>Introduction to Logical Reasoning</u></p> <ul style="list-style-type: none"> - Write geometric proofs (flow chart, paragraph, or two-column) - Construct and judge the validity of logical arguments - <i>How do we use logic to prove or</i> 	<p><u>Relationships of Polygons and Angles</u></p> <p>12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.</p> <p>13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.</p> <p><u>Parallel Lines cut by Transversals</u></p> <p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line</p>	<p>Portfolios of student work</p> <p>In-depth, open-ended tasks, with written explanation</p> <p>Performance group tests, to reinforce and assess cooperative group skills</p> <p>Traditional quizzes/tests of basic skills</p>

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		<p><i>disprove questions we have about our world? How can we disprove something? When is something valid? What is the purpose of logic?</i></p> <ul style="list-style-type: none"> - <i>How can we use geometry to make sense of the world? How does Geometry represent the world?</i> - <i>Why is it that we can't prove some things? Why are we unable to define some things? Why are point, line, and plane the undefined terms of geometry?</i> - <i>How are the foundations of logical reasoning used to develop and prove conjectures?</i> <p><u>Coordinate Geometry</u></p> <ul style="list-style-type: none"> - Represent geometric figures on the coordinate plane - Apply algebraic concepts to solve geometric problems <p>> <i>How can we use geometry to make sense of the world? How does Geometry represent the world?</i></p> <p>> <i>How do we use geometry to prove unknowns? In math? In the real world?</i></p>	<p>parallel to a given line through a point off the line.</p> <p><u>Introduction to Logical Reasoning</u></p> <p>1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>2.0 Students write geometric proofs, including proofs by contradiction.</p> <p>3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p> <p><u>Coordinate Geometry</u></p> <p>17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.</p>	
	<p>QUARTER II 10 weeks</p> <p>Triangles and Quadrilaterals</p>	<p><u>Triangle Congruency & Similarity</u></p> <ul style="list-style-type: none"> - Prove triangles congruent - Use CPCTC - Apply ratios and proportions to 	<p><u>Triangle Congruency & Similarity</u></p> <p>4.0 Students prove basic theorems involving congruence and similarity.</p> <p>5.0 Students prove that triangles are</p>	

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Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>solving problems</p> <p><i>How are right triangles used to measure indirectly? How do we use partial information to prove things we can't otherwise prove? How do we use ratio and proportion to solve problems?</i></p> <p><u>Properties of Quadrilaterals</u></p> <ul style="list-style-type: none"> - Prove and use properties of quadrilaterals - Categorize shapes based on properties <p><u>Understand, Derive, and Apply Area Formulas</u></p> <ul style="list-style-type: none"> - Compute area of triangles and quadrilaterals - Solve problems involving perimeter and area - Investigate how dimension changes affect area and perimeter <p><i>How can people use congruency and similarity to prove a point they are trying to make? How do people use parallel reasoning or similarity in making arguments?</i></p>	<p>congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.</p> <p>6.0 Students know and are able to use the triangle inequality theorem.</p> <p><u>Properties of Quadrilaterals</u></p> <p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p><u>Understand, Derive, and Apply Area Formulas</u></p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.</p> <p>11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</p>	
	<p>QUARTER III</p> <p>10 weeks</p> <p>Circles, Trigonometry, and Volume</p>	<p><u>Right Triangles and Trigonometry</u></p> <ul style="list-style-type: none"> - Prove the Pythagorean Theorem - Use the Pythagorean Theorem to find missing sides and distance - Use special triangle properties 	<p><u>Right Triangles and Trigonometry</u></p> <p>14.0 Students prove the Pythagorean theorem.</p> <p>15.0 Students use the Pythagorean theorem to determine distance and</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - Know and use trigonometric ratios <p><i>How can we use direct observations to make predictions? When do errors in observation affect our predictions?</i></p> <p><i>If converses aren't always logically true, why are they so easily accepted in Geometry?</i></p> <p><u>Properties of Circles</u></p> <ul style="list-style-type: none"> - Derive and solve problems involving circumference and area - Prove and solve problems about inscribed angles, chords, secants, tangents, inscribed and circumscribed polygons <p><i>How many empirical examples do you need to prove that something has to be true always? When does it stop being a coincidence?</i></p> <p><u>Volume and Surface Area</u></p> <ul style="list-style-type: none"> - Solve problems involving surface area - Solve problems involving volume - Investigate how dimension changes affect volume and surface area 	<p>find missing lengths of sides of right triangles.</p> <p>18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them.</p> <p>19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.</p> <p>20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.</p> <p><u>Properties of Circles</u></p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.</p> <p><u>Volume and Surface Area</u></p> <p>9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<i>Why are commercial products the size that they are?</i>	cylinders. 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	
	QUARTER IV 10 weeks Rigid Motion and Coordinate Geometry	<u>Review of previous content</u> <u>Transformations</u> - Rotate, translate, reflect, and stretch figures and objects - <u>Relationships in Coordinate Geometry</u> - Prove theorems using coordinate geometry, including: - 1- midpoint theorem 10 2- distance formula 11 3- equations of lines 12 4- equations of circles	<u>Coordinate Geometry</u> 17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles. <u>Transformations</u> 22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.	
Biology AB	QUARTER I 10 weeks	Identity: Molecules Cells Genetics	Instructional Component 1 Biology Content Standards (1b, 1h, 4e, 4f), (1a, 1c, 1e, 1j), (1f, 1g, 1i), (1d, 4a, 4b, 4c, 5a, 5b, 7c), (4d, 5c, 5d	Formative Answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments constructed response, essays investigations, immersion projects, research reports Summative portfolios, journals lab notebooks research and development
	QUARTER II 10 weeks	Responsibility: Reproduction Inheritance Natural Selection Population Genetics	Instructional Component 2 Biology Content Standards (2b, 2d, 2e, 2f), (2a, 2c, 3b, 3d), (2g, 3a, 3c), (7a, 7c, 7d, 8a, 8b, 6g, 8e), (7b, 7e,	

Course Scope and Sequence – grade 9

Appendix 2a.i

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			7f), (8c, 8d), (8e, 8f, 8g)	projects California Standards Tests
	QUARTER III 10 weeks	Change: Gas and Nutrient Exchange Electrical Communication and Response Infection/ Immunity Ecology Evolution	Instructional Component 3 Biology Content Standards (9a, 9f, 9g, 9i), (9b, 9d, 9e, 9h), (9c, 9i), (10a, 10b, 10c, 10d, 10e, 10f), (6a, 6b, 6c, 6d, 6e, 6f)	
	QUARTER IV 10 weeks	Individuality: Research and Development Projects Inquiry-based Experiments	Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	
Advanced Physical Science AB	QUARTER I 10 weeks	Identity: Atomic Structure and Periodic Table Matter and Its Changes Chemical Formulas and Equations Chemical Reactions and Bonding	Instructional Component 1 Chemistry Content Standards (1a, 1b, 1c, 1e, 1g, 1f, 1h, 1i) (1j), (1i), (1d, 4a, 4b, 4c, 5a, 5b, 7c), (4d, 5c, 5d)	Formative answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments constructed response, essays investigations, immersion projects, research reports Summative portfolios journals lab notebooks research and development projects California Standards Tests (No test for Advanced Physical Science) (must they take a CST test? What about ICS 1)
	QUARTER II 10 weeks	Responsibility: Earth and Space based Astronomy Solar Radiation and Convection Currents Waves and Electromagnetic Spectrum Geologic Evidence for Plate Tectonics	Instructional Component 2 Earth Science Content Standards (2b, 2d, 2e, 2f), (2a, 2c, 3b, 3d), (2g, 3a, 3c), (7a, 7c, 7d, 8a, 8b, 6g, 8e), (7b, 7e, 7f), (8c, 8d), (8e, 8f, 8g)	
	QUARTER III 10 weeks	Change: Motion and Its Causes Conservation of Energy and Momentum Electricity and Magnetism	Instructional Component 3 Physical Science Content Standards (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i, 1j, 1k, 1l, 1m), (2a, 2b, 2c, 2d, 2e, 2g, 2f, 2h), (4a, 4b, 4c, 4d, 4e, 4g, 4f, 4h, 4i, 4j, 4k, 4l, 4m)	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER IV 10 weeks	Individuality: Research and Development Projects Inquiry-based Experiments	Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	
Spanish Speakers 1 AB	QUARTER I 10 weeks	Gramatica <ul style="list-style-type: none"> - Abecedario - Sustantivos - Articulos (Definidos & Indefinidos) - Adjectivos - Acentos Diacriticos - Supplemental: Spanish First Year - Ortografia - La letra “h” - La letra “y, ll” - Dictados A,B Historia-Cultura Geografia <ul style="list-style-type: none"> - Nicaragua Video - Antes de Leer WS - Movie: Under Fire - Prueba de cultura - Paonorama Cultural Que haces para llamar la atencion de un chico o una chica que te gusta? Video - Handout - Comunidad y Oficio Los hispanohablantes en Estados Unidos Video - Handout Lectura	La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española. Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación. Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias. 1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y	Assessments -Prueba de articulos -Prueba de sustantivos y adjetivos -Prueba de ortografia -Prueba de Lectura y Vocabulario -Prueba de lectura Mini-proyectos: -Nicaragua>Presentacion/ Platillos Tipicos (Solo 3 grupos para este pais) -Tira Comica -Colage de Nicaragua -Folleto de viaje -Uruguay> Presentacion/ Platillos tipicos (otros 3 grupos pare este pais) -Dibujo/mapa de selva tropical Proyecto de Unidad -Video Musical -Pinatas Ensayo/Escritura: -Cuento de caracterizacion Ensayo:

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - Coleccion 1 - <i>Viva la juventud</i> - Vocabulario - Antes de leer - Mis primeros versos - Preguntas 1-7 - Vocabulario - Antes de Leer - Primero de Secundaria - Preguntas 1-6 <p>Gramaticas</p> <ul style="list-style-type: none"> - Verbos - Presente - Ortografia - La letra by v - La acentuacion - WS b y v - WS Acentuacion <p>Historia-Cultura</p> <ul style="list-style-type: none"> - Uruguay Video - Antes de Leer WS - Prueba de cultura - Panorama Cultural En tu pais que trato se les da a los animales? Video - Comunidad y Oficio - El espanol y la consercacion del medio ambiente Video <p>Lectura</p> <ul style="list-style-type: none"> - Coleccion II - Hablar con los animales - Vocabulario - Antes de leer - La Guerra de los yacares 	<p>definiciones).</p> <p>2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos</p> <p>2. 3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación</p> <p>Lectura</p> <p>1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario</p> <p>2.0 Comprensión de lectura (enfoque en materiales de información)</p> <p>3.0 Respuesta literaria y análisis</p> <p>2.0 Aplicaciones del habla</p> <p>2.1 Hacen presentaciones narrativas</p>	<ul style="list-style-type: none"> -Narracion: Episodio autogiografico -Recuento de su primer amor -Entrevista a padres sobre su primer amor

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Preguntas		
	QUARTER II 10 weeks	Gramaticas -Imperfecto -Ortografia -El sonido /s/ -Students notes -La acentuacion -WS /s/ -WS Acentuacion Historia-Cultura -Argentina Video -Globe Trekker Video -Evita-pelicula -Antes de leer WS -Prueba de cultura -Panorama Cutural Alguna vez has oido una historia escalofriante? Video -Handout Comunidad y Oficio Protegiendo el partrimonio cultural de las Americas Video Lectura -Coleccion III <i>Fabulas y leyendas</i> <i>Macario: Video</i> <i>Leyenda de la Siguanaba: El Salvador (mama de Cipitio)</i> Vocabulario -antes de Leer -“Posada de las Cuerdas” -Preguntas Vocabulario -Antes de leer	La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española. Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación. Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias. 1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones). 2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos 2. 3 Escriben composiciones	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>-“La puerta del infierno” -Preguntas</p> <p>Gramaticas -Preterito -Usos del imperfecto de del preterito -Ortografia -El sonido /k/ -Students notes -Acentuacion llanas -Worksheets</p> <p>Historia-Cultura -Espana -antes de leer WS -Globe Trekker video -prueba de cultura Panorama Cultural Cuando los problemas te tienen agobiado(a) que haces para desahogarte?” Video Comunidad y Oficio Artistas pioneros en Estados Unidos Video</p> <p>Lectura -Coleccion IV Dentro del corazon -Vocabuario -antes de leer -Manana de sol -Preguntas 1-6</p>	<p>expositivas, incluyendo ensayos analíticos y reportes de investigación</p> <p>Lectura 1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario 2.0 Comprensión de lectura (enfoque en materiales de información) 3.0 Respuesta literaria y análisis 2.0 Aplicaciones del habla 2.1 Hacen presentaciones narrativas</p>	
	QUARTER III 10 weeks	<p>Gramatica -El Futuro -El Condicional</p>	<p>La gramática 1.2 Identifican y utilizan correctamente las oraciones</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>-MisSeg.Libro Ortografía -El Sonido /x/ -La acentuacion -WS /x/ -WS Acentuacion</p> <p>Historia-Cultura -Chile Video -Antes de leer WS -Prueba de cultura Panorama Cultural Alguna vez te has sentido como un extraño o una extrana en medio de tu propia gente?” video Comunidad y Oficio Viajando por un mundo multilingue Video</p> <p>Lectura -Coleccion V Caminos Vocabulario -antes de leer -“Hay un naranjo ahí” -“La Tortuga” Vocabulario -antes de leer -“El forastero gentil” -preguntas</p>	<p>1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española.</p> <p>Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación.</p> <p>Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias. 1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones). 2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos 2. 3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			Lectura 1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario 2.0 Comprensión de lectura (enfoque en materiales de información) 3.0 Respuesta literaria y análisis 2.0 Aplicaciones del habla 2.1 Hacen presentaciones narrativas	
	QUARTER IV 10 weeks	Gramatica -El gerundio -Las preposiciones Ortografia -los sonidos /r/ y /rr/ -La acentuacion: Diptongos e Hiatos -WS /r/ y /rr/ -WS Acentuacion Historia-Cultura -Peru Video -Antes de Leer WS -Prueba de cultura Panorama Cultural “Hay algun lugar que se haya grabado en tu memoria, ya sea por su belleza o por el significado que haya tenido para ti?” video Comunidad y Oficio El espanol en los medios de comunicacion video Lectura -Coleccion VI Tierra, sol y mar Vocabulario -antes de leer -“Valle de fuego”	La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española. Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación. Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias. 1.4 Desarrollan las ideas principales	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Vocabulario -Antes de leer -“De Aydin”	dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones). 2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos 2. 3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación Lectura 1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario 2.0 Comprensión de lectura (enfoque en materiales de información) 3.0 Respuesta literaria y análisis 2.0 Aplicaciones del habla 2.1 Hacen presentaciones narrativas	
Visual and Performing Arts Digital Imaging 1AB (CTE Pathway) (Computer Technology requirement)	QUARTER I 10 weeks	Identity: Visual and Performing Arts Standards- Proficient (VAPA-SP) 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 Connections and Applications	(VAPA-SP) 5.0 Connections, Relationships, Applications (5.1, 5.2, □5.3, 5.4) 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5) National Educational Technology Standards (NETS•S) 2. Communication and Collaboration (2a, 2b, 2c, 2d) 6. Technology Operations and Concepts	Formative: Sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, whole class discussions and critiques, participation in internet-based educational networks. Summative: Art Portfolios, digital/electronic portfolios,

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Visual Literacy Careers and Career-Related Skills 4.0 Aesthetic Valuing Derive Meaning Make Informed Judgments National Educational Technology Standards (NETS•S) 2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.	(6a, 6b, 6c, 6d)	culminating exhibitions and juried art shows.
	QUARTER II 10 weeks	Responsibility: (VAPA-SP) 3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Role and Development of the Visual Arts Diversity of the Visual Arts (NETS•S)	(VAPA-SP) 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4) (NETS•S) 5. Digital Citizenship (5a, 5b, 5c, 5d)	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.		
	QUARTER III 10 weeks	Change: (VAPA-SP) 1.0 Artistic Perception Develop Perceptual Skills and Visual Arts Vocabulary Analyze Art Elements and Principles of Design Impact of Media Choice (NETS•S) 3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. 4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	(VAPA-SP) 1.0 Artistic Perception (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) (NETS•S) 3. Research and Information Fluency (3a, 3b, 3c, 3d) 4. Critical Thinking, Problem Solving, and Decision Making (4a, 4b, 4c, 4d)	
	QUARTER IV 10 weeks	Individuality: (VAPA-SP) 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	(VAPA-SP) 2.0 Creative Expression 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (NETS•S) 1. Creativity and Innovation (1a, 1b, 1c, 1d) 1. Creativity and Innovation	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		original works of art. Skills, Processes, Materials, and Tools (NETS•S) 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	
Physical Education	QUARTER I 10 weeks	Students show knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12	FITNESSGRAM; Physical Progress Chart; Time Running; Motor Skills Assessment
	QUARTER II 10 weeks	Students understand a level of physical fitness for health and performance while showing knowledge of fitness concepts, principles, and strategies.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	
	QUARTER III 10 weeks	Students show knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	Self-Responsibility – 3.1, 3.2, 3.3, 3.4, 3.5	
	QUARTER IV 10 weeks	SEE ABOVE	Social Interaction – 3.6, 3.7, 3.8 Group Dynamics – 3.9, 3.10	
Advisory	QUARTER I 10 weeks	* Creating 9 th grade portfolio * College Planning Checklist		

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> * Goal setting: *academic *identifying support needs *reading 		
	QUARTER II 10 weeks	<ul style="list-style-type: none"> *Create Career Cruising e-portfolios: *Career research phase 1 *ongoing intervention as needed for at-risk students 		
	QUARTER III 10 weeks	<ul style="list-style-type: none"> * Career research phase 2 * Credit check/reading transcripts * California Colleges e-portfolio/entering 1st semester transcripts *ongoing intervention as needed for at-risk students 		
	QUARTER IV 10 weeks	<ul style="list-style-type: none"> * Career research phase 3 * Choosing best work for portfolios * Summer goal setting *ongoing intervention as needed for at-risk students 		

THE HUMANITAS ACADEMY OF ART AND TECHNOLOGY**GRADE 10****QUARTERLY CURRICULUM OVERVIEW – CONNECTED TO STANDARDS**

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
English 10 AB	QUARTER I 10 weeks	The Art of Citizenship: Negotiating the Conflicts between the Individual, Community and Society “Basic Teachings of Great Philosophers” <i>The Giver</i> by Lois Lowry Students will understand the definitions of philosophy and articulate their own responses to major philosophical questions. They will develop an understanding of citizenship and the role of the state in the life of individuals. Students will also analyze the relationship between individual and state in novel using knowledge from World History unit on political philosophy.	Reading: 1.1, 1.2, 1.3, 2.3, 2.4, 2.5 Writing: 1.1, 1.2, 1.4, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10, 3.12 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 2.4 a-d	*work effectively in small groups *work with challenging texts *participate in Socratic seminar *write from a character’s point of view *use graphic organizers *analyze significant quotations *compare/contrast timed writing *interdisciplinary group project/creating a desert-island community *write a persuasive speech for WH class
	QUARTER II 10 weeks	The Art Of Citizenship cont’d <i>The Underdogs</i> Mariano Azuela Students will analyze competing versions of the revolution presented in text, as well as understand and analyze symbolism and metaphor. They will also analyze the characterization process and study rhetorical devices and the conventions of persuasive writing.	Reading 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, Writing 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.4a-d, 2.5a-d Language Conventions 1.3, 1.4, 1.5	*write extensive commentary on symbols, figures of speech, significant quotes from text *monitor reading comprehension *write and deliver persuasive speech from perspective of Mex.Rev leader; incorporate rhet. Devices
	QUARTER III 10 weeks	The Individual’s Relationship to Community “Meditation XVII-No Man is Island” John Donne	Reading 1.1, 1.2, 2.4, 2.5 Writing 2.4 Language Conventions 1.3, 1.4, 1.5 Speaking Applications 2.4a-d	*on-demand, timed compare/contrast essay

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Students will understand theme, create higher order questions, and develop a vocabulary that enables them to talk about the idea in the text. Students will understand, critique and articulate Donne's and their own beliefs about individuals and community.		<ul style="list-style-type: none"> *work effectively in small group *work with challenging texts *create poster *present work to class *generate different genres of writing: business letter, technical document *write an interdisciplinary expo essay (English/History) *participate in Socratic seminar *interdisciplinary power point presentation
	QUARTER IV 10 weeks	WWI Poetry cont'd Taking a Stand—Choosing to Participate <i>Facing History and Ourselves Resource Book, Night</i> by Elie Weisel and <i>Salvaged Pages</i> by Alexandra Zapruder, Ed. Students will learn vocabulary necessary to address issues in WWII and Holocaust texts. They will understand the genre of memoir and synthesize texts from the full year of English 10, World History and Spanish 2	See above Reading 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12 Writing 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.1, 2.2, 2.5, 2.6 Language Conventions 1.3, 1.4, 1.5 Listening and Speaking 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.2, 2.4	
World History AB	QUARTER I 10 weeks	The Rise of Democratic Ideas and the Enlightenment	10.1 Students relate the moral and ethical principles of ancient Greece and Rome and Judaism and Christianity to Western political thought. 10.2 Students compare Glorious Revolution, American Revolution, French revolution, and their effects.	<ul style="list-style-type: none"> ▪ Define different forms of government ▪ Creating a government (group project) ▪ Performance assessment: Meeting of the minds simulation ▪ Island Brochure Project ▪ Simulation: The Three Estates ▪ Road Maps
	QUARTER II 10 weeks	Industrialism and the Race for Empire. Nationalism and Revolution Around the World: Case Study Mexican Revolution	10.3 Students Analyze the Effects of the Industrial Revolution. 10.4 Students analyze patterns of global change in the era of New Imperialism.	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER III 10 weeks	World War One: Causes and Effects Russian Revolution	10.5 Students analyze the causes and course of the First World War. 10.6 Students analyze the effects of the First World War 10.7 Students analyze the rise of totalitarian governments after World War I. 1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control.	<ul style="list-style-type: none"> ▪ Group Research project. ▪ Performance Assessment: Revolutionary Talk Show ▪ Simulation: Mass Production ▪ Creating the perfect Hero ▪ Performance Assessment: Mexican Revolution St. Peter Seminar ▪ Simulation: The killing of the Archduke. ▪ Simulation: Trench Warfare ▪ Map activities ▪ Flow Charts ▪ Group project including visual and oral presentation ▪ Textbook critical thinking exercise ▪ Simulation: Paper, Scissors, Rock. ▪ Cycle of Revolution activities ▪ Group presentations on Italy's Mussolini, Germany's Hitler, and Russia's Stalin. ▪ Interdisciplinary essay
	QUARTER IV 10 weeks	Rise of Totalitarianism World War Two: Causes and Effects The Holocaust International Development Post World War Two	10.7 Students analyze the rise of totalitarian governments after World War I. 2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, the absence of a free press, and systematic violation of human rights. 3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits. 10.8 Students analyze the international developments in the postwar world.	
Chemistry AB	QUARTER I 10 weeks	Taking a Stand—Choosing to Participate <i>Facing History and Ourselves</i>	Instructional Component 1 Standard Sets: (1b, 1f*, 1c), (1h*,	Formative answering questions, multiple choice, true false, matching,

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<i>Resource Book, Night</i> by Elie Weisel and <i>Salvaged Pages</i> by Alexandra Zapruder, Ed. Students will learn vocabulary necessary to address issues in WWII and Holocaust texts. They will understand the genre of memoir and synthesize texts from the full year of English 10, World History and Spanish 2	1i*, 1j*, 1e), (1a, 1g*, 1d), (2e, 2a, 1c, 2g*, 2b, 2c, 2d, 2h*, 2f*),	rigorous teacher developed periodic assessments constructed response, essays investigations, immersion projects, research reports Summative portfolios, journals lab notebooks projects, research and development projects California Standards Tests
	QUARTER II 10 weeks	Society: Chemical Reactions The Interactions between Individuals Chemical reactions The conservation of matter Calculations of the mass of products and reactants. The kinetic molecular theory The properties of gases. Acids, bases, and salts Ions in water solutions. Solutions Chemical equilibrium Scientific progress is made by asking meaningful questions and conducting careful investigations.	Instructional Component 2 Standard Sets: (3b, 3c, 3a) (3d, 3e, 3f*, 3g*) (4a, 4b, 4e, 4f, 4g*) (4c, 3d, 4d, 4h*, 4i*) (6a, 6b, 6d, 6e* 6f*), (9a, 9b, 6c, 9c*), (5a, 5b, 5e*), (5d, 5c, 5f*, 5g*)	
	QUARTER III 10 weeks	Community: Energy and Matter, and the Chemical Basis of Life The energy in chemical reactions and physical changes of matter. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. The bonding and chemical properties of carbon The biochemical basis of life. Scientific progress is made by asking meaningful questions and conducting careful investigations.	Instructional Component 3 Standard Sets: (7a, 7c, 7d), (7b, 7e*, 7f*), (8a, 8b, 8d*, 8c), (10b, 10d*, 10e*, 10a, 10c, 10f*)	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER IV 10 weeks	Conflict: Nuclear processes including nuclear fission, and nuclear fusion. Scientific progress is made by asking meaningful questions and conducting careful investigations.	(11a, 11c, 11d, 11e, 11f*), (11b), (11g*)	
Geometry AB	QUARTER I 10 weeks Developing Geometric Intuition	<u>Relationships of Polygons and Angles</u> <ul style="list-style-type: none"> - Solve problems using angle and side measures for triangles and polygons - Prove relationships among angles in polygons <u>Parallel Lines cut by Transversals</u> <ul style="list-style-type: none"> - Perform basic constructions involving parallel lines - Prove and use properties of parallel lines cut by a transversal <u>Introduction to Logical Reasoning</u> <ul style="list-style-type: none"> - Write geometric proofs (flow chart, paragraph, or two-column) - Construct and judge the validity of logical arguments - <i>How do we use logic to prove or disprove questions we have about our world? How can we disprove something? When is something valid? What is the purpose of logic?</i> - <i>How can we use geometry to make sense of the world? How does Geometry represent the world?</i> - <i>Why is it that we can't prove some things? Why are we unable to define some things? Why are point, line, and plane the undefined terms of geometry?</i> - <i>How are the foundations of</i> 	<u>Relationships of Polygons and Angles</u> 12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. 13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles. <u>Parallel Lines cut by Transversals</u> 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles. 16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. <u>Introduction to Logical Reasoning</u> 1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. 2.0 Students write geometric proofs, including proofs by contradiction. 3.0 Students construct and judge the validity of a logical argument and give	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes/tests of basic skills Portfolios of student work

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p><i>logical reasoning used to develop and prove conjectures?</i></p> <p><u>Coordinate Geometry</u></p> <ul style="list-style-type: none"> - Represent geometric figures on the coordinate plane - Apply algebraic concepts to solve geometric problems <p>> <i>How can we use geometry to make sense of the world? How does Geometry represent the world?</i></p> <p>> <i>How do we use geometry to prove unknowns? In math? In the real world?</i></p>	<p>counterexamples to disprove a statement.</p> <p><u>Coordinate Geometry</u></p> <p>17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.</p>	
	<p>QUARTER II 10 weeks</p> <p>Triangles and Quadrilaterals</p>	<p><u>Triangle Congruency & Similarity</u></p> <ul style="list-style-type: none"> - Prove triangles congruent - Use CPCTC - Apply ratios and proportions to solving problems <p><i>How are right triangles used to measure indirectly? How do we use partial information to prove things we can't otherwise prove? How do we use ratio and proportion to solve problems?</i></p> <p><u>Properties of Quadrilaterals</u></p> <ul style="list-style-type: none"> - Prove and use properties of quadrilaterals - Categorize shapes based on properties <p><u>Understand, Derive, and Apply Area Formulas</u></p> <ul style="list-style-type: none"> - Compute are of triangles and quadrilaterals - Solve problems involving 	<p><u>Triangle Congruency & Similarity</u></p> <p>4.0 Students prove basic theorems involving congruence and similarity. 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles. 6.0 Students know and are able to use the triangle inequality theorem.</p> <p><u>Properties of Quadrilaterals</u></p> <p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p><u>Understand, Derive, and Apply Area Formulas</u></p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		perimeter and area - Investigate how dimension changes affect area and perimeter <i>How can people use congruency and similarity to prove a point they are trying to make? How do people use parallel reasoning or similarity in making arguments?</i>	10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	
	QUARTER III 10 weeks Circles, Trigonometry, and Volume	<u>Right Triangles and Trigonometry</u> - Prove the Pythagorean Theorem - Use the Pythagorean Theorem to find missing sides and distance - Use special triangle properties - Know and use trigonometric ratios <i>How can we use direct observations to make predictions? When do errors in observation affect our predictions?</i> <i>If converses aren't always logically true, why are they so easily accepted in Geometry?</i> <u>Properties of Circles</u> - Derive and solve problems involving circumference and area - Prove and solve problems about inscribed angles, chords, secants, tangents, inscribed and circumscribed polygons <i>How many empirical examples do you need to prove that something has to be true always? When does it stop being a coincidence?</i>	<u>Right Triangles and Trigonometry</u> 14.0 Students prove the Pythagorean theorem. 15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles. 18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. 19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side. 20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. <u>Properties of Circles</u> 8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. 21.0 Students prove and solve	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<u>Volume and Surface Area</u> <ul style="list-style-type: none"> - Solve problems involving surface area - Solve problems involving volume - Investigate how dimension changes affect volume and surface area <p><i>Why are commercial products the size that they are?</i></p>	<p>problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.</p> <p><u>Volume and Surface Area</u> 9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders. 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</p>	
	QUARTER IV 10 weeks Rigid Motion and Coordinate Geometry	<u>Review of previous content</u> <u>Transformations</u> <ul style="list-style-type: none"> - Rotate, translate, reflect, and stretch figures and objects - <u>Relationships in Coordinate Geometry</u> <ul style="list-style-type: none"> - Prove theorems using coordinate geometry, including: <ul style="list-style-type: none"> 1- midpoint theorem 11 2- distance formula 12 3- equations of lines 13 4- equations of circles 	<p><u>Coordinate Geometry</u> 17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.</p> <p><u>Transformations</u> 22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</p>	
Algebra 2AB	QUARTER I 10 weeks <u>Unit 1 Basic Review</u> <u>Unit 1 System of Equations</u>	Linear Functions and Polynomials Unit One – This introductory unit sets the stage for success in Algebra II by providing a connection with the Algebra 1 concepts of graphing equations, solving systems of equations and inequalities, and working with polynomials. These concepts are expanded to include work with absolute value problems,	1.0 Students solve equations and inequalities involving absolute value. 2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices. 3.0 Students are adept at operations on polynomials, including long division. 4.0 Students factor polynomials	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	<u>Unit 2 Quadratics and Complex Numbers</u>	<p>work with 3 variables, and specialized factoring. The critical standards are 2.0 and 3.0.</p> <ol style="list-style-type: none"> 1. <i>How is the symbolism of algebra a powerful language?</i> 2. <i>Are all rules meant to be followed? When should they be questioned or broken? Do we all have to follow the same rules?</i> 3. <i>How do equations model society's resources?</i> 4. <i>Can math predict the unknown or the future?</i> 5. <i>Does math reflect nature or vice versa?</i> 6. <i>How can we use math to break down things?</i> 7. <i>How do the parts connect to create the whole?</i> 8. <i>How can balance be restored and maintained?</i> 	representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.	<p>group skills</p> <p>Traditional quizzes and tests of basic skills</p>
	<p>QUARTER II 10 weeks</p> <p><u>Unit 2 Quadratics and Complex Numbers</u></p> <p><u>Unit 1 Polynomials</u></p> <p><u>Unit 2 Rational Expressions</u></p>	<p>Rational Expressions, Quadratic Functions and Complex Numbers</p> <p>Unit Two – This unit also returns to previously learned concepts—rational expressions and parabolas. These concepts are expanded upon to include quadratics. In addition, complex numbers are introduced and used. The critical standards are 7.0, 8.0 and 10.0.</p> <ol style="list-style-type: none"> 1. <i>Equivalent forms—How do different forms illuminate varying aspects of a problem?</i> 2. <i>How do quadratic equations model physical phenomena?</i> 	<p>5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.</p> <p>6.0 Students add, subtract, multiply, and divide complex numbers.</p> <p>7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomials and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.</p> <p>8.0 Students solve and graph quadratic equations by factoring,</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			<p>completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</p> <p>9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)^2 + c$.</p> <p>10.0 Students graph quadratic functions and determine the maxima, minima, and zeroes of the function.</p>	
	QUARTER III 10 weeks	<p>Exploring Functional Concepts and Counting Principles</p> <p>Unit Three – The three “big ideas” in this unit are exponential and logarithmic functions, arithmetic and geometric sequences and series, and combinations and permutations. The unit also covers growth and decay problems, summation formulas, and the Binomial Theorem. The critical standards are 11.0, 12.0 and 15.0.</p>	<p>11.0 Students prove simple laws of logarithms.</p> <p>11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p>11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.</p> <p>12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.</p> <p>13.0 14.0</p> <p>15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential function is sometimes</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			true, always true, or never true. 18.0 19.0 20.0 24.0 25.0	
	QUARTER IV 10 weeks	Conic Sections and Polynomial Theorems Unit Four – Conic sections, mathematical induction, and functional concepts are “big ideas.” Functional concepts include inverse functions and composition of functions. There are no critical standards in this unit.	16.0 Students demonstrate and explain how the geometry of the graph of a conic section (<i>e.g.</i> asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it. 17.0 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation. 21.0 Students apply the method of mathematical induction to prove general statements about the positive integers. 24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function, and performing arithmetic operation on functions.	
Spanish 2 AB	QUARTER I 10 weeks	Gramatica -Los pronombres personales -Los pronombres del sujeto -Los pronombres de complemento directo e indirecto -Los pronombres reflexivos -Los pronombres posesivos -Los pronombres demostrativos -Comparacion y contraste -Ortografia	La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española.	-Prueba de gramatica -Prueba de comparacion y contraste -Prueba de ortografia -Prueba de verbos en presente -Prueba de lectura y vocabulario -Prueba de lectura

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - El uso de la mayúsculas -La acentuación: el acento diacrítico -El adjetivo <ul style="list-style-type: none"> -descriptivos y determinados -El adverbio -El comparativo -Comparación y contraste -Ortografía -Las letras /r/ y /rr/ -El sonido /y/ -las acentuaciones: agudas, llanas, esdrújulas y sobresdrújulas Historia Cultural -Geografía <ul style="list-style-type: none"> -Cuba video <ul style="list-style-type: none"> -antes de leer -Movie: Documentary: Fidel Castro -Movie: Azúcar amarga (comunismo) -Prueba de cultura -Panorama cultural <ul style="list-style-type: none"> Alguna vez has realizado o presenciado un acto heroico? video -Comunidad y oficio <ul style="list-style-type: none"> Servicios humanitarios para los refugiados Video -Los mexicoamericanos Video <ul style="list-style-type: none"> -Antes de leer -Prueba de cultura -Panorama cultural <ul style="list-style-type: none"> Alguna vez has hecho, o sabes de alguien que haya hecho un acto de generosidad anónimo? Video -Comunidad y oficio <ul style="list-style-type: none"> El español en los servicios de auxilio Video Lectura -Colección 1 	<p>Formato de manuscritos</p> <p>1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación.</p> <p>Escritura</p> <p>1.0 Estrategias de escritura</p> <p>Investigación y tecnología</p> <p>1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias.</p> <p>1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones).</p> <p>2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos</p> <p>2.3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación</p> <p>Lectura</p> <p>1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario</p> <p>2.0 Comprensión de lectura (enfoque en materiales de información)</p> <p>3.0 Respuesta literaria y análisis</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - <i>Esfuerzos heroicos</i> -Vocabulario -antes de leer -de autobiografía de un esclavo -preguntas -Vocabulario -antes de leer -“Trabajo de campo” -Preguntas -Coleccion II -<i>Lazos de Amistad</i> -Vocabulario -antes de leer -Cadena rota” -“Naranjas” -Preguntas 		
	QUARTER II 10 weeks	<p>Gramática Los usos de se -La voz pasiva -Comparacion y contraste: voz pasiva y active en espanol e ingles -Ortografia -El sonido by v -La acentuacion: Los diptongos y los hiatos</p> <p>Historia-Cultura -Chile video -Globe Trekker-Chile -Antes de Leer -Prueba de cultura -Panorama cultural De donde eres? Que piensas de tu ciudad? Es un lugar ideal para vivir y trabajar?” Video -Comunidad y oficio Oportunidades en el Mercado nacional e internacional Video</p> <p>Lectura -Coleccino III El fragil medio ambiente Vocabulario -Antes de Leer -de “La fiesta del arbol”</p>	<p>La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española.</p> <p>Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación.</p> <p>Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-Vocabulario -Antes de Leer -“Arbol adentro” -“Paisaje” -“Meciendo” -Vocabulario -Antes de Leer -“Las abejas de bronce”	evidencia de fuentes primarias y secundarias. 1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones). 2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos 2. 3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación Lectura 1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario 2.0 Comprensión de lectura (enfoque en materiales de información) 3.0 Respuesta literaria y análisis	
	QUARTER III 10 weeks	Gramatica -Las clausulas de relativo y los pronombres de relativo -Los usos de los pronombres relativos - Comparacion y contraste -Ortografia -Las letras m y n -La acentuacion: El cambio de acentuacion por medio de sufijos -Repaso de las clausulas del relative -El modo en las clausulas de relative -El subjuntivo en las clausulas adverbials -Comparacion y contraste -Ortografia. -El sonido /s/ -La acentuacion: Formas verbales Historia-cultura	La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española. Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación. Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>-Mexico -Globe Trekker: Ultimate Mexico -video -Antes de leer -Preguntas (Martinez) -Prueba de cultura (CD) -panorama cultural Alguna vez te has enfrentado con un dilema que te haya obligado a tomar una decision dificil? Video -comunidad y oficio La observacion de la tradicion oral popular. Video -Los Mayas -Globe Trekker: Utimate Mexico (La ruta de los mayas) - video -Antes de leer WS (CD) -Prueba de cultura (CD) -panorama cultural Si pudieras poner en una capsula del tiempo algo que diera testimonio del avance de nuestra civilizacion, que pondrias? Video -comunidad y oficio El espanol en los servicios de auxilio. Video Lectura -Coleccion IV PRUEBAS -Vocabulario -Antes de leer -El anillo del General Macias -Vocabulario -Antes de leer -“Cajas de Carton” -Vocabulario (teacher’s choice) -“Los dos Reyes y los dos laberintos” -Vocabulario (teacher’s choice) -“Enlaces Literarios”</p>	<p>metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias. 1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones). 2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos 2. 3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación Lectura 1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario 2.0 Comprensión de lectura (enfoque en materiales de información) 3.0 Respuesta literaria y análisis 2.0 Aplicaciones del habla 2.1 Hacen presentaciones narrativas</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-Coleccion V MITOS -Vocabulario -Antes de Leer -“del Popol Vuh” -Vocabulario -Antes de leer -“Tres mitos latinoamericanos” -Vocabulario (teacher’s choice) -Antes de Leer -“El corredor de Gregorio Cortez” -Vocabulario (teacher’s choice) -“Un señor muy Viejo con unas alas enormes”		
	QUARTER IV 10 weeks	Gramatica -Los usos de se -La voz pasiva -Comparacion y contraste: voz pasiva y active en espanol e ingles -Ortografia -El sonido b y v -La acentuacion: Los diptongos y los hiatos Historia-Cultura -Chile videos -Globe Trekker: Chile -Antes de Leer -Prueba de cultura -Panorama cultural De donde eres? Que piensas de tu ciudad? Es un lugar ideal para vivir y trabajar? Video -Comunidad y oficio Oportunidades en el Mercado nacional e internacional. Video Lectura -Coleccion VI Perspectivas Humoristicas -Vocabulario -Antes de Leer -“de Don Quijote de la Mancha”	La gramática 1.2 Identifican y utilizan correctamente las oraciones 1.3 Entienden la construcción de las oraciones y el uso de las normas del español escrito. 1.4 Demuestran conocimiento en el uso de la gramática española. Formato de manuscritos 1.5 Producen trabajos legibles que demuestran el uso correcto de la ortografía y puntuación. Escritura 1.0 Estrategias de escritura Investigación y tecnología 1.3 Utilizan adecuadas preguntas y metodología para la investigación (entrevistas, medios electrónicos, entrevistas personales) para obtener y presentar evidencia de fuentes primarias y secundarias.	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-Vocabulario -Antes de Leer -“El libro talonario” -Vocabulario -Antes de Leer -“Las abejas de bronce”	1.4 Desarrollan las ideas principales dentro del cuerpo del ensayo a través del uso de la evidencia de apoyo (escenarios, creencia común o general, hipótesis y definiciones). 2.1 Escriben narrativas biográficas o autobiográficas o cuentos cortos 2. 3 Escriben composiciones expositivas, incluyendo ensayos analíticos y reportes de investigación Lectura 1.0 Análisis de palabras, fluidez en la lectura y desarrollo sistemático para la adquisición de vocabulario 2.0 Comprensión de lectura (enfoque en materiales de información) 3.0 Respuesta literaria y análisis 2.0 Aplicaciones del habla 2.1 Hacen presentaciones narrativas	
Visual and Performing Arts Digital Imaging 2AB (CTE Pathway)	QUARTER I 10 weeks	Conflict: Visual and Performing Arts Standards-Advanced (VAPA-SA) 1.0 Artistic Perception Develop Perceptual Skills and Visual Arts Vocabulary□ Analyze Art Elements and Principles of Design□ Impact of Media Choice□ 4.0 Aesthetic Valuing Derive Meaning Make Informed Judgments	Visual and Performing Arts Standards-Advanced (VAPA-SA) 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6) 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5)	Formative: Sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, whole class discussions and critiques, participation in internet-based educational networks. Summative: Art Portfolios, digital/electronic

Course Scope and Sequence – Grade 10

Appendix 2a.i

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER II 10 weeks	Society: (VAPA-SA) 3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Role and Development of the Visual Arts□ Diversity of the Visual Arts□	(VAPA-SA) 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	portfolios, culminating exhibitions and juried art shows.
	QUARTER III 10 weeks	Community: (VAPA-SA) 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 Connections and Applications Visual Literacy Careers and Career-Related Skills	(VAPA-SA) 5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Individuality: (VAPA-SA) 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	(VAPA-SA) 2.0 Creative Expression 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
Visual and Performing Arts Ceramics 1AB	QUARTER I 10 weeks	Conflict: Visual and Performing Arts Standards- Proficient (VAPA-SP) 1.0 Artistic Perception Develop Perceptual Skills	(VAPA-SP) 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6) 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5)	Formative: Sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, whole

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		and Visual Arts Vocabulary Analyze Art Elements and Principles of Design Impact of Media Choice 4.0 Aesthetic Valuing Derive Meaning Make Informed Judgments		class discussions and critiques, participation in internet-based educational networks.
	QUARTER II 10 weeks	Society: (VAPA-SP) 3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Role and Development of the Visual Arts Diversity of the Visual Arts	(VAPA-SP) 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows.
	QUARTER III 10 weeks	Community: (VAPA-SP) 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 Connections and Applications Visual Literacy Careers and Career-Related Skills	(VAPA-SP) 5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Individuality: (VAPA-SP) 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.	(VAPA-SP) 2.0 Creative Expression 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Skills, Processes, Materials, and Tools		
Visual and Performing Arts Drawing 1AB	QUARTER I 10 weeks	Conflict: Visual and Performing Arts Standards- Proficient (VAPA-SP) 1.0 Artistic Perception Develop Perceptual Skills and Visual Arts Vocabulary Analyze Art Elements and Principles of Design Impact of Media Choice 4.0 Aesthetic Valuing Derive Meaning Make Informed Judgments	(VAPA-SP) 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6) 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5)	Formative: Sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, whole class discussions and critiques, participation in internet-based educational networks. Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows.
	QUARTER II 10 weeks	Society: (VAPA-SP) 3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Role and Development of the Visual Arts Diversity of the Visual Arts	(VAPA-SP) 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	
	QUARTER III 10 weeks	Community: (VAPA-SP) 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 Connections and Applications Visual Literacy Careers and Career-Related Skills	(VAPA-SP) 5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	

Course Scope and Sequence – Grade 10

Appendix 2a.i

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER IV 10 weeks	Individuality: (VAPA-SP) 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	(VAPA-SP) 2.0 Creative Expression 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
Physical Education	QUARTER I 10 weeks	Students show knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12	FITNESSGRAM; Physical Progress Chart; Time Running; Motor Skills Assessment
	QUARTER II 10 weeks	Students understand a level of physical fitness for health and performance while showing knowledge of fitness concepts, principles, and strategies	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11	
	QUARTER III 10 weeks	Students show knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	Self-Responsibility – 3.1, 3.2, 3.3, 3.4, 3.5	
	QUARTER IV 10 weeks	SEE ABOVE	Social Interaction – 3.6, 3.7 Group Dynamics – 3.8, 3.9	
Advisory	QUARTER I 10 weeks	*Creating 10 th grade portfolio *College Planning Checklist *California Colleges e-portfolio/ entering 2 nd semester transcripts *Goal Setting: *academic *identifying support needs *reading		
	QUARTER II 10 weeks	* Career research project * CAHSEE prep		

Course Scope and Sequence – Grade 10

Appendix 2a.i

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		*ongoing intervention as needed for at-risk students		
	QUARTER III 10 weeks	* CAHSEE prep * PSAT prep * College financial literacy * Career research project cont'd *Begin college research project * California Colleges e-portfolio/ entering 1 st semester transcripts *ongoing intervention as needed for at-risk students		
	QUARTER IV 10 weeks	*College research project cont'd *Choosing best work for portfolios *Summer goal setting *ongoing intervention as needed for at-risk students		

THE HUMANITAS ACADEMY OF ART AND TECHNOLOGY

GRADE 11

QUARTERLY CURRICULUM OVERVIEW – CONNECTED TO STANDARDS

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
English 11 AB	QUARTER I 10 weeks In Search of America's Self: Voices, Values, and Visions	Students will consider the definition of the word American and articulate their own definition. They will explore the values associated with the American dream. They will analyze the relationship between the founding documents and contemporary beliefs about being an American.	Reading: 3.5, 3.2 Writing: 2.3, 1.9 Language Conventions: 1.1, 1.2, 1.3	*write an essay defining the word American *conduct an interview with an adult about American values *analyze models of essays of definition *participation in shared inquiry of Crèvecoeur's <i>What is an American?</i> *Reaction/responses to the Hudson River School paintings *Reading comprehension questions in response to an excerpt from Horatio Alger's <i>Bound to Rise</i> *Annotations of primary documents on progressive issues
	QUARTER II 10 weeks In Search of America's Self: Creating Myths, Living the Reality	Students will understand that the myths of America as an agrarian paradise and a meritocracy created at the turn of the 20 th century by the Hudson River School paintings, Horatio Alger's <i>Bound to Rise</i> , and the Currier and Ives lithograph <i>The Way to Success</i> , have greatly influenced the American values that persist today.	Reading: 2.4, 2.5, 2.6, 3.5, 3.8 Writing: 2.4, 1.9	*Response to a series of questions prompting students to analyze and create their own version of Currier and Ives' lithograph *Interdisciplinary, research-based essay on conditions at turn of 20 th century
	QUARTER III 10 weeks In Search of America's Self: Chained to the Past, Struggling to be Modern	Students will study the modern period in American literature, focusing on the modernist writers (especially Hemingway and Fitzgerald) and the Harlem Renaissance poets. They will look at the poetry of the Harlem Renaissance in the context of the history of American poetic voices. They will understand the historical context that gave rise to both of these movements.	Reading 1.3, 3.1, 3.4, 3.5 Writing 2.2, 1.9	*work with challenging texts *Timed writing – Answer one essential question from the unit using two
	QUARTER IV 10 weeks In Search of America's Self: Voices, Values, and Visions (revisited)	Students will explore the literature of the 1960s and 70s focusing on Chicano, Vietnam War, and Feminist literature to immerse themselves in the voices of protest. They will reconsider the definition of American	Reading: 3.5, 3.8 Writing: 2.3, 1.9 Speaking: 1.9, 2.3	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		as they review the literature and history from the entire year.		<p>modernist short stories</p> <p>*Develop an annotated poem to publish to the class explaining the figurative language, themes, imagery, etc</p> <p>*Response to literature essay exploring one theme in HR poetry as expressed in three poems</p> <p>*Rewrite essay defining American, reflecting on literature and history study of the whole year</p> <p>*Reaction and response writing to 60s and 70s literature</p> <p>*Oral presentation on one writer from period</p> <p>*Interdisciplinary project on protest movements (historical simulation in US History) integrating literary voices</p>
US History AB	QUARTER I 10 weeks	Theme: In Search of America's Self: Voices, Values, Visions. Students explore the national values of the United States and the creation of our government (US Constitution). Team taught with Am. Lit/Comp	11.1, 11.3	<p>American Vision assessments</p> <p>Document Analysis</p> <p>Essay – Constitutional Convention/Rubric</p> <p>Portfolio</p>
	QUARTER II 10 weeks	Theme II – In search of America's Self: Creating the Myth, Living the Reality. Students study the reality of life in America during the industrial period. Students analyze primary docs of muckrakers; analyze Lewis Hine and Jacob Riis photographs and role play a Progressive Reform convention. America's quest for empire is also studied.	11.2, 11.3, 11.4	<p>Simulation – Performance Assessment</p> <p>Interdisciplinary essay/Rubric</p> <p>Question tied with English/Art</p> <p>Analyzing Charts and Graphs</p> <p>Oral Presentations – Speeches</p>

Course Scope and Sequence – Grade 11

Appendix 2a.i

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER III 10 weeks	Theme III: In Search of America's Self: Chained the Past, Struggling to be modern. Students explore the conflict in the values of the 20's, the struggle to survive the depression, and the struggles to free the world in WWII.	11.5,11.6,11.7	Analysis of photographs J. Riis, L. Hine Interdisciplinary compare/contrast essay
	QUARTER IV 10 weeks	In Search of America's Self: Voices, Values, Vision – revisit the beginning theme. Post war relations with Soviet Union, emphasis on Vietnam War, Cuban Missile Crisis, Voices from the Civil Rights movement, Revolutions of the 60's, Current Issues	11.8, 11.9, 11.10, 11.11	
Physics AB	QUARTER I 10 weeks	One Dimensional Kinematics Newton's Laws Vectors Statics Trajectory Motion Circular Motion and Gravity	Instructional Component 1 Standard Sets: (1a,1b,1c,1d,1e), (1j), (1k), (1i), (1f, 1g, 1l, 1m)	Formative answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments constructed response, essays investigations, immersion projects, research reports Summative portfolios, journals lab notebooks projects California Standards Tests
	QUARTER II 10 weeks	Momentum and Impulse Conservation of Energy Thermal Energy Entropy Waves	Instructional Component 2 Standard Sets: (2d, 2e, 2f, 2g), (2a, 2b, 2c, 2g, 2h), (3a, 3b, 3c, 3g, 5i), (3d, 3e, 3f), (4a, 4b, 4c, 4d, 4e, 4f)	
	QUARTER III 10 weeks	Electrostatic Electric Field Electrostatics Circuits and Components Magnetic field Magnetism Conservation of Energy	Instructional Component 3 Standard Sets: (1m, 5e, 5j, 5k, 5l, 5m), (5a, 5b, 5c, 5d), (5f, 5g, 5h, 5j, 5n), (5o)	
	QUARTER IV 10 weeks		Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
Biology	QUARTER I 10 weeks	Molecules Cells Genetics	Instructional Component 1 Biology Content Standards (1b, 1h, 4e, 4f), (1a, 1c, 1e, 1j), (1f, 1g, 1i), (1d, 4a, 4b, 4c, 5a, 5b, 7c), (4d, 5c, 5d	Formative answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments constructed response, essays investigations, immersion projects, research reports Summative portfolios, journals. lab notebooks, projects California Standards Tests
	QUARTER II 10 weeks	Reproduction Inheritance Natural Selection Population Genetics	Instructional Component 2 Biology Content Standards (2b, 2d, 2e, 2f), (2a, 2c, 3b, 3d), (2g, 3a, 3c), (7a, 7c, 7d, 8a, 8b, 6g, 8e), (7b, 7e, 7f), (8c, 8d), (8e, 8f, 8g)	
	QUARTER III 10 weeks	Gas and Nutrient Exchange Electrical Communication and Response Infection/ Immunity Ecology Evolution	Instructional Component 3 Biology Content Standards (9a, 9f, 9g, 9i), (9b, 9d, 9e, 9h), (9c, 9i), (10a, 10b, 10c, 10d, 10e, 10f), (6a, 6b, 6c, 6d, 6e, 6f)	
	QUARTER IV 10 weeks		Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	
Algebra 2AB	QUARTER I 10 weeks <u>Unit 1 Basic Review</u> <u>Unit 1 System of Equations</u>	Linear Functions and Polynomials Unit One – This introductory unit sets the stage for success in Algebra II by providing a connection with the Algebra 1 concepts of graphing equations, solving systems of equations and inequalities, and working with polynomials. These concepts are expanded to include work with absolute value problems, work with 3 variables, and specialized factoring. The critical	1.0 Students solve equations and inequalities involving absolute value. 2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices. 3.0 Students are adept at operations on polynomials, including long division. 4.0 Students factor polynomials representing the difference of squares, perfect square trinomials,	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes and

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	<u>Unit 2 Quadratics and Complex Numbers</u>	standards are 2.0 and 3.0. 1. <i>How is the symbolism of algebra a powerful language?</i> 2. <i>Are all rules meant to be followed? When should they be questioned or broken? Do we all have to follow the same rules?</i> 3. <i>How do equations model society's resources?</i> 4. <i>Can math predict the unknown or the future?</i> 5. <i>Does math reflect nature or vice versa?</i> 6. <i>How can we use math to break down things?</i> 7. <i>How do the parts connect to create the whole?</i> 8. <i>How can balance be restored and maintained?</i>	and the sum and difference of two cubes.	tests of basic skills
	QUARTER II 10 weeks <u>Unit 2 Quadratics and Complex Numbers</u> <u>Unit 1 Polynomials</u> <u>Unit 2 Rational Expressions</u>	Rational Expressions, Quadratic Functions and Complex Numbers Unit Two – This unit also returns to previously learned concepts—rational expressions and parabolas. These concepts are expanded upon to include quadratics. In addition, complex numbers are introduced and used. The critical standards are 7.0, 8.0 and 10.0. 1. <i>Equivalent forms—How do different forms illuminate varying aspects of a problem?</i> 2. <i>How do quadratic equations model physical phenomena??</i>	5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane. 6.0 Students add, subtract, multiply, and divide complex numbers. 7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomials and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator. 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			<p>quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</p> <p>9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)^2 + c$.</p> <p>10.0 Students graph quadratic functions and determine the maxima, minima, and zeroes of the function.</p>	
	<p>QUARTER III 10 weeks</p>	<p>Exploring Functional Concepts and Counting Principles</p> <p>Unit Three – The three “big ideas” in this unit are exponential and logarithmic functions, arithmetic and geometric sequences and series, and combinations and permutations. The unit also covers growth and decay problems, summation formulas, and the Binomial Theorem. The critical standards are 11.0, 12.0 and 15.0.</p>	<p>11.0 Students prove simple laws of logarithms.</p> <p>11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p>11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.</p> <p>12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.</p> <p>13.0 14.0</p> <p>15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential function is sometimes true, always true, or never true.</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			18.0 19.0 20.0 24.0 25.0	
	QUARTER IV 10 weeks	Conic Sections and Polynomial Theorems Unit Four – Conic sections, mathematical induction, and functional concepts are “big ideas.” Functional concepts include inverse functions and composition of functions. There are no critical standards in this unit.	16.0 Students demonstrate and explain how the geometry of the graph of a conic section (<i>e.g.</i> asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it. 17.0 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation. 21.0 Students apply the method of mathematical induction to prove general statements about the positive integers. 24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function, and performing arithmetic operation on functions.	
Math Analysis & Trigonometry	QUARTER I 10 weeks	Welcome, issue textbooks, diagnostic exam Functions and their graphs Combinations of Functions Inverse Functions Polynomial Functions Graphs of Polynomial Functions Transformations of graphs Roots of polynomial fns. Complex Numbers	A2: Students use properties from number systems to justify steps in combining and simplifying functions A2: Students use properties from number systems to justify steps in combining and simplifying functions. MA: Students know the statement of, and can apply, the fundamental theorem of algebra. MA: Students know the statement of,	- Weekly quizzes - End of chapter tests - Projects - Extended problem write-ups - Midterm

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Fundamental Theorem of Algebra Rational Functions: Asymptotes and roots Graphs of Rational Fxns. Exponential & Log Fxns. & Graphs Properties of Logs Exponential and Log Equations Exponential and Log Models	and can apply, the fundamental theorem of algebra MA: Students find the roots and the poles of a rational function and can graph the function. A2: Students prove simple laws of logarithmic fxns., understand exponential functions and use these in problems involving exponential growth and decay. Students understand and use the properties of logs	
	QUARTER II 10 weeks	Linear Systems Solving Systems of Equations Multivariable Linear Systems Determinants, Inverses Matrices and systems of Equations Operations with Matrices Arithmetic and Geometric Sequences and Series Mathematical Induction Binomial Theorem Conic Sections Functions	LA: Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions. Students interpret geometrically the solution sets of systems of equations. LA: Students understand the notion of the inverse and can apply the concept to solve systems. Students can compute determinants of a 2x2 and 3x3 matrix. LA: Students perform addition, subtraction, and multiplications by scalars on matrices MA: Students can give proofs of various formulas by using the technique of mathematical induction MA: Students are familiar with conic sections, analytically and graphically. Students use properties from number systems to justify the steps in	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			combining and simplifying functions	
	QUARTER III 10 weeks	<p>Angles, angle measures, degrees and radians</p> <p>Trigonometric functions: Right Triangles</p> <p>Trigonometric functions: The unit circle</p> <p>Reference Angles</p> <p>Inverse Trig Functions</p> <p>Applications and Models</p> <p>Graphs of Sine and Cosine, amplitude, 15 period, frequency, and shifts</p> <p>Graphs of Tangent and Cotangent</p> <p>Graphs of Secant and Cosecant</p>	<p>Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between radians and degrees. Students know the definition of sine and cosine as y and x coordinates of points on the unit circle.</p> <p>Students know the definition of tangent, cotangent, secant, and cosecant.</p> <p>Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line. Students know the def. of the inverse trigonometric functions and can graph them.</p> <p>Students compute, by hand, the values of the trig functions and the inverse trig functions at various standard points.</p> <p>Students use trigonometry to determine unknown sides or angles in right triangles.</p> <p>Students are adept at using trigonometry in a variety of applications and word problems.</p> <p>Students are familiar with the graphs of sine and cosine.</p> <p>Students graph functions of the form $f(t)=A\sin B(t + C)$ or $f(t)=A\cos B(t + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift. Students can graph the functions: tangent, cotangent, secant and cosecant.</p>	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER IV 10 weeks	<p>Law of sines, solve oblique triangles, area of oblique triangles Law of Cosines , solve oblique triangles, Heron's Area Formula Vectors</p> <p>Fundamental trig identities Verifying trig identities</p> <p>Solving trig equations Sum and difference formulas Multi-angle formulas</p> <p>Complex numbers and their operations Trigonometric form of a complex number Polar Coordinates and their graphs Graphs of polar equations</p>	<p>Students know the law of Sines and law of Cosines and apply those laws to solve problems. Students determine the area of a triangle, given one angle and two adjacent sides.</p> <p>Students know the identity: $\sin^2(x) + \cos^2(x) = 1$ Students prove that this identity is equivalent to the Pythagorean theorem. Students prove other trigonometric identities by using $\sin^2(x) + \cos^2(x) = 1$.</p> <p>Students demonstrate an understanding of the addition, half-angle, and double-angle formulas for sine and cosine and their proofs and can use these formulas to prove and/or simplify other identities.</p> <p>Students are familiar with complex numbers, can represent them in polar form, and can multiply them in polar form. Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice-versa. Students can represent equations given in rectangular coordinates in terms of polar coordinates</p>	
Visual and Performing Arts	QUARTER I 10 weeks	Voices: 1.0 Artistic Perception	Advanced Visual Arts and Performing Arts Content	Formative: Sketch books, project

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
Ceramics 2 AB		<p>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.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary Analyze Art Elements and Principles of Design Impact of Media Choice</p> <p>4.0 Aesthetic Valuing 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.</p> <p>Derive Meaning Make Informed Judgments</p>	<p>Standards: 1.0 Artistic Perception (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)</p> <p>4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5, 4.6)</p>	<p>design worksheets, digital images, works of art, evaluation and analysis essays, whole class discussions and critiques, participation in internet-based educational networks.</p> <p>Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows.</p>
	QUARTER II 10 weeks	<p>Values: 3.0 Historical and Cultural Context 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.</p> <p>Role and Development of the Visual Arts</p> <p>Diversity of the Visual Arts</p>	3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	
	QUARTER III 10 weeks	<p>Vision: 5.0 Connections, Relationships, Applications Students apply what they learn in the visual arts across subject areas. They</p>	5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>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.</p> <p>Visual Literacy</p> <p>Careers and Career-Related Skills</p>		
	QUARTER IV 10 weeks	<p>Individuality:</p> <p>2.0 Creative Expression Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p>Skills, Processes, Materials, and Tools</p>	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	
Visual and Performing Arts Drawing 2 AB	QUARTER I 10 weeks	<p>Voices:</p> <p>1.0 Artistic Perception 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.</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary Analyze Art Elements and Principles of Design Impact of Media Choice</p> <p>4.0 Aesthetic Valuing Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and</p>	<p>Advanced Visual Arts and Performing Arts Content Standards:</p> <p>1.0 Artistic Perception (1.1, 1.2,1.3, 1.4,1.5, 1.6, 1.7, 1.8)</p> <p>4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5, 4.6)</p>	<p>Formative: Sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, whole class discussions and critiques, participation in internet-based educational networks.</p> <p>Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows.</p>

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		aesthetic qualities. Derive Meaning Make Informed Judgments		
	QUARTER II 10 weeks	Values: 3.0 Historical and Cultural Context 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 Diversity of the Visual Arts	3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	
	QUARTER III 10 weeks	Vision: 5.0 Connections, Relationships, Applications 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. Visual Literacy Careers and Career-Related Skills	5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Individuality: 2.0 Creative Expression Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		original works of art. Skills, Processes, Materials, and Tools		
Visual and Performing Arts Advanced Design 1 AB (CTE Pathway)	QUARTER I 10 weeks	Voices: Advanced Visual Arts and Performing Arts Content (VAPA-SA) 1.0 Artistic Perception 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 Analyze Art Elements and Principles of Design Impact of Media Choice 4.0 Aesthetic Valuing 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 Make Informed Judgments	Advanced Visual Arts and Performing Arts Content (VAPA-SA) 1.0 Artistic Perception (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5, 4.6)	Formative: Sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, whole class discussions and critiques, participation in internet-based educational networks. Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows.
	QUARTER II 10 weeks	Values: (VAPA-SA) 3.0 Historical and Cultural Context 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.	(VAPA-SA) 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Role and Development of the Visual Arts Diversity of the Visual Arts		
	QUARTER III 10 weeks	Vision: (VAPA-SA) 5.0 Connections, Relationships, Applications 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. Visual Literacy Careers and Career-Related Skills	(VAPA-SA) 5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Individuality: 2.0 Creative Expression 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	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	
Advisory	QUARTER I 10 weeks	*Creating 11 th grade portfolio *College Planning Checklist *California Colleges e-portfolio/ entering 2 nd semester transcripts *Goal Setting:		

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> *academic *identifying support needs *reading 		
	QUARTER II 10 weeks	<ul style="list-style-type: none"> * Begin Future Research Project *PSAT/SAT prep *ongoing intervention as needed for at-risk students 		
	QUARTER III 10 weeks	<ul style="list-style-type: none"> *continue Future Research Project *continue PSAT/SAT prep *college presentations/ narrowing college choices * California Colleges e-portfolio/ entering 1st semester transcripts *Financial Aid Literacy *ongoing intervention as needed for at-risk students 		
	QUARTER IV 10 weeks	<ul style="list-style-type: none"> * Choosing best work for portfolios * Summer goal setting * Recommendation letters * California Colleges e-portfolio/ entering 1st semester transcripts *ongoing intervention as needed for at-risk students 		

Syllabus: AP Spanish Language**Course Description**

All course activities are geared to the course goals and expectations listed in the College Board publication *Course Description for Spanish Language and Spanish Literature, May 2007, May 2008*, which states that “the course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level (p. 3).” In order to achieve this, the teacher will use Spanish almost exclusively in the teaching of this course and students are encouraged to do likewise.

Course Goals

The successful AP Spanish Language student as described by the *Course Description for Spanish Language and Spanish Literature, May 2007, May 2008* will be able to:

- ☐ Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish-speaking world.
- ☐ Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world
- ☐ Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.
- ☐ Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural or social issue, with control of grammar and syntax.
- ☐ Describe, narrate, and present information on persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.
- ☐ Use information from sources provided to present a synthesis and express an opinion.
- ☐ Recognize cultural elements implicit in oral and written texts.
- ☐ Interpret linguistic cues to infer social relationships.
- ☐ Initiate, maintain, and close a conversation on a familiar topic.
- ☐ Formulate questions to seek clarification or additional information.
- ☐ Use language that is semantically and grammatically accurate according to a given context

Course Plan/Organizational Structure

Throughout the year advanced grammatical concepts are reviewed and acquired contextually via comprehensible input activities within the target language. This is done while simultaneously building a student's vocabulary knowledge and specific speaking, writing, reading and listening skills necessary to achieve an advanced level of proficiency in the Spanish language.

Reading Skills

Using authentic literature selections from *Album*, *Ventanas 3* and *Abriendo Puertas Tomos I y II* the teacher identifies target vocabulary and structures used to build students listening, reading, writing and speaking skills. Skills specifically practiced and honed are:

- ☐ Acquisition of vocabulary and structures through oral storytelling, reading and discussion
 - ☐ Acquisition of advanced grammatical structures through the use of oral storytelling, reading, discussion, acronyms and directed practice
 - ☐ Building reading comprehension skills
 - ☐ Building comparison and contrasting skills
 - ☐ Building synthesis skills
 - ☐ Identification of main points in authentic literature selections
 - ☐ Improved ability to summarize reading selections
- **Assigned literature from *Album*, *Ventanas 3* and *Abriendo puertas Tomo 1 y II* by quarter (may vary slightly by year due to academic schedule):**
 - Quarter 1:** “Una carta a Dios”, “La mala racha”, “Sala de espera”, “El tiempo borra”, “La noche de fuga”, “Leyenda”
 - Quarter 2:** “Apocalipsis”, “La abuelita y el Puente de oro”, “El décimo”, “El hijo”, “La camisa de Margarita”, “Bernardino”, “El delantal blanco”
 - Quarter 3:** “Mi caballo mago”, “Un perro, el niño y la noche”, “No oyes ladrar los perros”, “Dos palabras”, “Un día de estos”
 - Quarter 4:** “El señor viejo con alas enormes”, “El ahogado más hermoso del mundo”, “El árbol de oro”, “El brujo postergado”

To build reading comprehension skills students are assigned a variety of other types of readings over the course of the year. Some readings are done independently others are done as a class or in pairs or small groups.

- ☐ Weekly students read and discuss current event articles taken from online sources, primarily www.thepaperboy.com. The articles come from various Spanish-language country online newspapers. Students also read online articles from *Ecos*. Reading selections from *AP Spanish Language Preparing for the Language Examination*, *Triángulo* and other sources are also utilized.
- ☐ Students participate in Silent Sustained Reading in Spanish for approximately 20 minutes weekly during which time they are allowed to select their own Spanish-language reading materials which may include Spanish-language novels and magazines.

Listening Skills

In this course students watch episodes from the PBS series *The American Family* in Spanish in order to build note-taking skills, listening, writing and discussion skills. Hispanic cultural topics as well as current event topics such as immigration that various episodes focus on are expanded upon through research, extended reading and discussion.

The text *AP Spanish Preparing for the Language Examination* and *Triángulo* are both used primarily during the second semester to improve student listening skills and to develop their oral ability to synthesize and present information in a more formal manner. Notes in Spanish podcasts are used frequently to build auditory skills and cultural knowledge, as well as to serve as springboards for discussion.

- ☐ Listening of short narratives and dialogues with multiple choice responses
- ☐ Listening of extended auditory pieces with multiple choice responses (note-taking)

Speaking Skills

In order to demonstrate and improve speaking skills in Spanish, students are provided continuous opportunities to speak both formally and informally in class.

- ☐ Guided conversations (student practices guided conversations by following given prompts in English)
- ☐ Oral presentations (after reading one short reading and listening to an auditory source on a related topic, the student is given 2 minutes to prepare a 2 minute formal presentation, synthesizing the material for both sources)
- ☐ In pairs students research a topic of choice related to Hispanic culture, create a bulletin board and present the information to the class
- ☐ In pairs students lead a “tertulia” or class discussion on a topic of interest.
- ☐ Utilizing review vocabulary, students prepare and present original stories in Spanish to the class
- ☐ In groups students prepare original “telenovelas” entirely in Spanish which are digitally recorded and presented to the class

Writing Skills

To further build writing skills throughout the year students are assigned topics for both short and extended writing, both informal and formal in purpose, many of which come from the *AP Spanish Preparing for the Language Examination* text or the text *Triángulo*.

- ☐ Student will write summaries of short stories that are primarily read independently outside of class.
- ☐ Student will perform short informal writing tasks (short messages, e-mails, parts of a letter) in ten minute timed-writings.
- ☐ Student will practice self-editing of written works.
- ☐ After reading 2 short readings and listening to an auditory source on the same topic, the student practices writing formal, 200 word-minimum essays, synthesizing information from all 3 sources.

All Skills

All AP Spanish Language students are given a student account to TELL ME MORE Education Online at www.tellmoreeducation.com. On this website they are able to access either from home or from school computers. TELL ME MORE is a comprehensive foreign language learning program that promotes the development of essential skills necessary for communication. (www.tellmoreeducation.com website)

In the second semester students participate in test-taking practice and skill development directly related to the AP Spanish Language Exam through the use of the text *AP Spanish Preparing for the Language Exam*.

Student Evaluation:

The student's grade is determined by their achievement based on standards in a variety of categories related to the National Standards for Foreign Language Learning as well as the individual language fluency components assessed on the AP Spanish Language Exam.

L: This standard assesses listening proficiency in Spanish.
<ul style="list-style-type: none"> • L1.1: Non-quiz/test assessment of listening proficiency • L1.2: Quiz or test of listening proficiency • L1.3: This standard represents the summative evaluation of a student's listening ability in Spanish.
R: This standard assesses reading proficiency in Spanish.
<ul style="list-style-type: none"> • R1.1: Reading comprehension - non-quiz/test items assessing reading comprehension and analytic proficiency in Spanish • R1.2: Reading quizzes - assessment of reading comprehension and analytical ability in Spanish • R1.3: This standard represents the summative evaluation of a student's reading ability in Spanish.
S: This standard evaluates Spanish speaking proficiency.
<ul style="list-style-type: none"> • S1.1: Non-quiz/test speaking assessment • S1.2: Speaking quizzes - assess speaking proficiency in Spanish • S1.3: This standard measures summative speaking ability of the student in Spanish
W: This standard assesses writing fluency in Spanish.
<ul style="list-style-type: none"> • W1.1: Writing assignment - non-quiz/test, in-class or homework • W1.2: Writing quizzes - assess writing proficiency in Spanish • W1.3: This standard represents a summative evaluation of student writing ability in Spanish.
O: Other
<ul style="list-style-type: none"> • O1.1: Other - completion
VS: Vocab & Structures
<ul style="list-style-type: none"> • VS1.1: Vocab & Structure - homework • VS1.2: Vocab & Structure quizzes • VS1.3: Summative evaluation of vocabulary & structure knowledge and skills
C: Culture
<ul style="list-style-type: none"> • C1.1: Non-quiz or test culture • C1.2: Culture quiz or test • C1.3: This standard represents the summative evaluation of a student's Hispanic cultural knowledge.

THE HUMANITAS ACADEMY OF ART AND TECHNOLOGY
GRADE 12
QUARTERLY CURRICULUM OVERVIEW – CONNECTED TO STANDARDS

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
12th Grade Expository Comp.	QUARTER I 10 weeks	<p>The Future is Now</p> <p>Various professional and student personal essay models</p> <p>Students will study and understand the rhetorical components of a personal reflective essay. They will use these skills to compose various personal essays of their own in response to UC and Common Application writing prompts. Students will also create professional resumes</p>	<p>Reading 1.0, 2.1, 2.2, 2.4, 2.5, Literary Response and Analysis: 3.2, 3.3</p> <p>Writing Strategies: 1.1, 1.3, 1.4, 1.5, 1.9</p> <p>Writing Applications: 2.1, 2.3, 2.5</p> <p>Speaking Applications: 2.1</p>	<p>*work effectively in small groups</p> <p>*work with challenging texts</p> <p>*participate in shared inquiry and Socratic seminar</p> <p>*use graphic organizers</p> <p>*write and revise reflective essays</p> <p>*synthesize information from multiple sources</p> <p>*compose timed</p>
	QUARTER II 10 weeks	<p>Entering into a Conversation with the Text Through an Examination of Human Rights</p> <p><i>The Everyday Writer</i> <i>The Bedford Guide for College Writers</i> “The Universal Declaration of Human Rights” and various expository readings from <u>Readings on Human Rights</u> as well as the Cal State Expository curriculum and several short stories.</p> <p>Using the Cal State Expository template as means to closely examine documents, students will examine the responsibilities humans have to each</p>	<p>Reading: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Literary Response and Analysis: 3.2, 3.3</p> <p>Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.9</p> <p>Writing Applications 2.2, 2.4, 2.5</p> <p>Written and Oral Conventions: 1.0</p> <p>Listening and Speaking: 1.4, 1.6, 1.7, 1.8, 2.2, 2.3</p>	<p>writings that utilize information from all sources.</p> <p>*compose action research paper with proper MLA documentation and works cited page</p> <p>*Deliver multimedia presentation of research</p>

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>other and society on a local, state and/or national level. They will analyze texts and read rhetorically to determine the function, purpose, audience, and message of each document and make thematic connections between the texts in each unit.</p> <p>***This large expository unit has 3 mini units and extends over 2 quarters. Each mini unit culminates in a writing assessment.</p>		
	QUARTER III 10 weeks	**SEE ABOVE	**SEE ABOVE	
	QUARTER IV 10 weeks	<p>Life's Essential Task: Balancing Power, Freedom and Responsibility</p> <p><i>The Everyday Writer</i> <i>The Bedford Guide for College Writers</i> Various expository readings</p> <p>Students will read expository pieces on various social justice issues and explore in-depth one aspect of a topic. Students will form research questions, explore a variety of sources in order to compose an action research paper.</p>	<p>Reading: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Literary Response and Analysis: 3.2, Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 Writing Applications 2.2, 2.4, 2.6 Written and Oral Conventions: 1.0 Listening and Speaking: 1.4, 1.6, 1.7, 1.8, 2.2, 2.3</p>	
Economics & Principles of American Democracy	QUARTER I 10 weeks	<p>The Role of the Individual:</p> <p>Personal Finance Stock Market Project</p>	<p>ECONOMICS</p> <p>12.1 Students learn basic economic principles 12.4 Students analyze the elements of the U.S. Labor market in a global</p>	<ul style="list-style-type: none"> Creating the Nest Project (personal finance research project)

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			setting.	<ul style="list-style-type: none"> ● Supply and Demand critical thinking exercises and graphing activities ● Stock Market Project (investment simulation) ● Readings from Globalization by Bill Bigalow ● Globalization Myths gallery walk ● Shared Inquiry on Forever 21 case (labor issues) ● Collective Bargaining Simulation: Social Responsibility vs. The Bottom Line ● Shared Inquiry to discuss sources and readings ● Small group analysis of Bill of Rights ● Small group analysis of Supreme Court
	QUARTER II 10 weeks	Balancing the responsibility of the individual and society: Globalization, Human Rights and Labor Issues	12.2.3 Explain the roles of property rights, competition, and profit in a market economy. 12.4 Students analyze the elements of the U.S. Labor market in a global setting.	
	QUARTER III 10 weeks	Balancing Power, Freedom and Responsibility: Declaration of Independence Constitution and The Three Branches of Government Bill of Rights	GOVERNMENT 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments	
	QUARTER IV 10 weeks	Supreme Court Cases Presidential Decision-Making	12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments 12.10 Students formulate questions about principles of American democracy	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
				Cases <ul style="list-style-type: none"> ● Mock Trial ● Presidential Decision-Making simulations ● Power Point Presentation on Supreme Court Cases ● Interdisciplinary Timed Writing
Physics AB	QUARTER I 10 weeks	One Dimensional Kinematics Newton's Laws Vectors Statics Trajectory Motion Circular Motion and Gravity	Instructional Component 1 Standard Sets: (1a,1b,1c,1d,1e), (1j), (1k), (1i), (1f, 1g, 1l, 1m)	Formative answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments constructed response, essays, investigations, immersion projects, research reports
	QUARTER II 10 weeks	Momentum and Impulse Conservation of Energy Thermal Energy Entropy Waves	Instructional Component 2 Standard Sets: (2d, 2e, 2f, 2g), (2a, 2b, 2c, 2g, 2h), (3a, 3b, 3c, 3g, 5i), (3d, 3e, 3f), (4a, 4b, 4c, 4d, 4e, 4f)	
	QUARTER III 10 weeks	Electrostatic Electric Field Electrostatics Circuits and Components Magnetic field Magnetism Conservation of Energy	Instructional Component 3 Standard Sets: (1m, 5e, 5j, 5k, 5l, 5m), (5a, 5b, 5c, 5d), (5f, 5g, 5h, 5j, 5n), (5o)	Summative portfolios, journals, lab notebooks, projects, California Standards Tests
	QUARTER IV 10 weeks		Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
Math Analysis & Trigonometry	QUARTER I 10 weeks	<p>Welcome, issue textbooks, diagnostic exam</p> <p>Functions and their graphs</p> <p>Combinations of Functions</p> <p>Inverse Functions</p> <p>Polynomial Functions</p> <p>Graphs of Polynomial Functions</p> <p>Transformations of graphs</p> <p>Roots of polynomial fxns.</p> <p>Complex Numbers</p> <p>Fundamental Theorem of Algebra</p> <p>Rational Functions: Asymptotes and roots</p> <p>Graphs of Rational Fxns.</p> <p>Exponential & Log Fxns. & Graphs</p> <p>Properties of Logs</p> <p>Exponential and Log Equations</p> <p>Exponential and Log Models</p>	<p>A2: Students use properties from number systems to justify steps in combining and simplifying functions</p> <p>A2: Students use properties from number systems to justify steps in combining and simplifying functions.</p> <p>MA: Students know the statement of, and can apply, the fundamental theorem of algebra.</p> <p>MA: Students know the statement of, and can apply, the fundamental theorem of algebra</p> <p>MA: Students find the roots and the poles of a rational function and can graph the function.</p> <p>A2: Students prove simple laws of logarithmic fxns., understand exponential functions and use these in problems involving exponential growth and decay. Students understand and use the properties of logs</p>	<ul style="list-style-type: none"> - Weekly quizzes - End of chapter tests - Projects - Extended problem write-ups - Midterm
	QUARTER II 10 weeks	<p>Linear Systems</p> <p>Solving Systems of Equations</p> <p>Multivariable Linear Systems</p> <p>Determinants, Inverses</p> <p>Matrices and systems of Equations</p> <p>Operations with Matrices</p> <p>Arithmetic and Geometric Sequences and Series</p>	<p>LA: Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions. Students interpret geometrically the solution sets of systems of equations.</p> <p>LA: Students understand the notion of the inverse and can apply the concept to solve systems. Students can</p>	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Mathematical Induction Binomial Theorem Conic Sections Functions	compute determinants of a 2x2 and 3x3 matrix. LA: Students perform addition, subtraction, and multiplications by scalars on matrices MA: Students can give proofs of various formulas by using the technique of mathematical induction MA: Students are familiar with conic sections, analytically and graphically. Students use properties from number systems to justify the steps in combining and simplifying functions	
	QUARTER III 10 weeks	Angles, angle measures, degrees and radians Trigonometric functions: Right Triangles Trigonometric functions: The unit circle Reference Angles Inverse Trig Functions Applications and Models Graphs of Sine and Cosine, amplitude, 15 period, frequency, and shifts Graphs of Tangent and Cotangent Graphs of Secant and Cosecant	Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between radians and degrees. Students know the definition of sine and cosine as y and x coordinates of points on the unit circle. Students know the definition of tangent, cotangent, secant, and cosecant. Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line. Students know the def. of the inverse trigonometric functions and can graph them. Students compute, by hand, the values	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			<p>of the trig functions and the inverse trig functions at various standard points. Students use trigonometry to determine unknown sides or angles in right triangles. Students are adept at using trigonometry in a variety of applications and word problems.</p> <p>Students are familiar with the graphs of sine and cosine. Students graph functions of the form $f(t)=A\sin B(t + C)$ or $f(t)=A\cos B(t + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift. Students can graph the functions: tangent, cotangent, secant and cosecant.</p>	
	QUARTER IV 10 weeks	<p>Law of sines, solve oblique triangles, area of oblique triangles Law of Cosines , solve oblique triangles, Heron's Area Formula Vectors</p> <p>Fundamental trig identities Verifying trig identities</p> <p>Solving trig equations Sum and difference formulas Multi-angle formulas</p>	<p>Students know the law of Sines and law of Cosines and apply those laws to solve problems. Students determine the area of a triangle, given one angle and two adjacent sides.</p> <p>Students know the identity: $\sin^2(x) + \cos^2(x)=1$ Students prove that this identity is equivalent to the Pythagorean theorem. Students prove other trigonometric identities by using $\sin^2(x) + \cos^2(x) = 1$.</p>	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>Complex numbers and their operations</p> <p>Trigonometric form of a complex number</p> <p>Polar Coordinates and their graphs</p> <p>Graphs of polar equations</p>	<p>Students demonstrate an understanding of the addition, half-angle, and double-angle formulas for sine and cosine and their proofs and can use these formulas to prove and/or simplify other identities.</p> <p>Students are familiar with complex numbers, can represent them in polar form, and can multiply them in polar form.</p> <p>Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice-versa.</p> <p>Students can represent equations given in rectangular coordinates in terms of polar coordinates</p>	
Calculus	QUARTER I 10 weeks	<p>Preparation for Calculus</p> <p>Graphs and Models</p> <p>Linear Models and Rates of Change</p> <p>Functions and Their Graphs</p> <p>Fitting Models to Data</p> <p>Precalculus Review</p> <p>Limits</p> <p>A preview of calculus</p> <p>Graphical/Formal interpretation of limits</p> <p>Prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions</p>	<p>1.0</p> <p>1.1</p>	<ul style="list-style-type: none"> - Weekly quizzes - End of chapter tests - Projects - Extended problem write-ups - Midterm

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Use graphical calculators to verify and estimate limits Prove and use special limits, such as the limits of $\sin x/x$ and $(1-\cos x)/x$ as x tends to 0 Demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function One sided limits Demonstrate an understanding and the application of the intermediate value Infinite Limits Limits at Infinity	1.2 1.3 3.0 1.0 3.0 1.0 1.0	
	QUARTER II 10 weeks	Differentiation Demonstrate an understanding of formal definition of the derivative of a function at a point and the notion of differentiability Demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of a function Understand the relation between differentiability and continuity Derive derivative formulas and use them to find the derivatives of algebraic, exponential, and logarithmic functions Demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change in a function.	4.0 4.1 4.3 4.4 4.2 7.0 5.0 6.0	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Compute derivatives of higher orders Know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions Use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth Use differentiation to solve related rate problems in a variety of pure and applied contexts Applications of Differentiation Demonstrate an understanding and the application of the extreme value theorem Apply Rolle's and Mean Value Theorem Interpret the derivative as an instantaneous rate of change Use differentiation to sketch, by hand, graphs of functions. They identify maxima, minima, inflection points, and intervals of increasing/decreasing functions Use differentiation to solve optimization I a variety of pure and applied context Know Newton's method of approximating the zeros of a function	12.0 3.0 8.0 4.2 9.0 11.0 10.0	
	QUARTER III 10 weeks	Integration Antiderivatives and Indefinite Integration Area Riemann Sums and Definite Integrals The Fundamental Theorem of	13.0 17.0 15.0 14.0 16.0 17.0	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Calculus Demonstrating the Fundamental Theorem Integration by Substitution Numerical Integration Logarithmic, Exponential, and Other Transcendental Functions The Natural Logarithmic Function: Differentiation The Natural Logarithmic Function: Integration Inverse Functions Exponential Functions: Differentiation and Integration Bases Other Than e and Applications Using Graphic Utilities to Estimate Slope Inverse Trigonometric Functions: Differentiation Inverse Trigonometric Functions: Integration Applications of Integration Area of a Region Between Two Curves Volume: The Disk Method Volume: The Shell Method Saturn Arc Length and Surfaces of Revolution Work Tidal Energy Moments, Centers of Mass, and Centroids Fluid Pressure and Fluid Force	18.0	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER IV 10 weeks	Integration Techniques, L'Hopital's Rule, and Other Improper Integrals Basic Integration Rules Integration by Parts Trigonometric Integrals Power Lines Trigonometric Substitution Partial Fractions Integration by Tables and Other Integration Techniques Improper Integrals Infinite Series Sequences Series and Convergence Cantor's Disappearing Table The Integral Test and p-Series The Harmonic Series Comparisons of Series Solera Method Alternating Series The Ratio and Root Tests Taylor Polynomials and Approximations Power Series Representation of Functions by Power Series Taylor and Maclaurin Series	19.0 21.0 22.0 23.0 24.0 25.0 26.0 27.0	
Visual and Performing Arts Advanced Placement-Studio Art 3-D	QUARTER I 10 weeks	Section I—Quality Help students develop technical skills and familiarize them with the functions of the visual elements. Develop a body of work That demonstrates mastery of three-dimensional design	Advanced Visual Arts and Performing Arts Content Standards: 1.0 Artistic Perception (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) 4.0 Aesthetic Valuing	Formative Student Portfolios in Progress, sketch books, project design worksheets, digital images, works of art, evaluation and analysis

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		in concept, composition, and execution	(4.1, 4.2, 4.3, 4.4, 4.5, 4.6)	essays, discussions and critiques, participation in internet-based educational networks. Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows. Submission of digital portfolio to AP Coordinator and AP Program
	QUARTER II 10 weeks	Section II—Concentration Students will engage in a creative and systematic investigation of formal and conceptual issues. Students will become independent thinkers who will contribute inventively and critically to their culture through the making of art Students will develop a body of work investigating a strong underlying visual idea in 3-D design	3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	
	QUARTER III 10 weeks	Section III—Breadth Students will engage in making art as an ongoing process that involves informed and critical decision making. different works Students will create works that demonstrate a variety of concepts and approaches in 3-D design	5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Finish works and prepare digital portfolio Participate in organizing and exhibiting works in the Advance Placement Student exhibition	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	
Visual and Performing Arts Advanced Placement Studio Art- 2-D	QUARTER I 10 weeks	Section I—Quality Help students develop technical skills and familiarize them with the functions of the visual elements. Develop a body of work That demonstrates mastery of two-dimensional design	Advanced Visual Arts and Performing Arts Content Standards: 1.0 Artistic Perception (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) 4.0 Aesthetic Valuing	Formative Student Portfolios in Progress, sketch books, project design worksheets, digital images, works of art, evaluation and analysis

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		in concept, composition, and execution	(4.1, 4.2, 4.3, 4.4, 4.5, 4.6)	essays, discussions and critiques, participation in internet-based educational networks. Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows. Submission of AP portfolio consisting of actual works and digital images to AP Coordinator and AP Program
	QUARTER II 10 weeks	Section II—Concentration Students will engage in a creative and systematic investigation of formal and conceptual issues. Students will become independent thinkers who will contribute inventively and critically to their culture through the making of art Students will develop a body of work investigating a strong underlying visual idea in 2-D design	3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	
	QUARTER III 10 weeks	Section III—Breadth Students will engage in making art as an ongoing process that involves informed and critical decision making. Students will create works that demonstrate a variety of concepts and approaches in 2-D design	5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Finish works and prepare digital portfolio Participate in organizing and exhibiting works in the Advance Placement Student exhibition	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	
Visual and Performing Arts Advanced Placement Studio Art-Drawing	QUARTER I 10 weeks	Section I—Quality Help students develop technical skills and familiarize them with the functions of the visual elements. Develop a body of work That demonstrates mastery of two-dimensional design in concept, composition,	Advanced Visual Arts and Performing Arts Content Standards: 1.0 Artistic Perception (1.1, 1.2,1.3, 1.4,1.5, 1.6, 1.7, 1.8) 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4, 4.5, 4.6)	Formative Student Portfolios in Progress, sketch books, project design worksheets, digital images, works of art, evaluation and analysis essays, discussions and

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		and execution		critiques, participation in internet-based educational networks.
	QUARTER II 10 weeks	Section II—Concentration Students will engage in a creative and systematic investigation of formal and conceptual issues. Students will become independent thinkers who will contribute inventively and critically to their culture through the making of art Students will develop a body of work investigating a strong underlying visual idea in 2-D design	3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)	Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows. Submission of AP portfolio consisting of actual works and digital images to AP Coordinator and AP Program
	QUARTER III 10 weeks	Section III—Breadth Students will engage in making art as an ongoing process that involves informed and critical decision making. Students will create works that demonstrate a variety of concepts and approaches in 2-D design	5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	
	QUARTER IV 10 weeks	Finish works and prepare digital portfolio Participate in organizing and exhibiting works in the Advance Placement Student exhibition	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	
Advisory	QUARTER I 10 weeks	*Creating 12 th grade portfolio *College Planning Checklist *California Colleges e-portfolio/ entering 2 nd semester transcripts *Goal Setting: *academic *identifying support needs *reading *SAT registration/prep		

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		*College apps/essays		
	QUARTER II 10 weeks	*The Common Application *Recommendation Letters *EOP presentations *Financial Aid literacy/FAFSA pin *Scholarship search/apps *ongoing intervention as needed for at-risk students, especially regarding grad requirements *College apps/essays		
	QUARTER III 10 weeks	* FAFSA workshops *presentations by former grads/current college students re: what to expect your first year *ongoing intervention as needed for at-risk students, especially regarding grad requirements		
	QUARTER IV 10 weeks	*presentations by former grads/current college students re: what to expect your first year *ongoing intervention as needed for at-risk students, especially regarding grad requirements		

AP Spanish Literature Syllabus

Course Overview

Spanish VAP is an advanced Spanish class that surveys Peninsular and Latin American literature from the Middle Ages to today. It is the equivalent of an upper-division college course and serves as an introduction to literary analysis and discussion of Spanish-language literature. Beyond developing reading comprehension, students will actively engage with text, understand the context in which it was written, think critically about its themes and greater message, and analyze the author's craft. The class is conducted entirely in Spanish and students will learn the terminology and academic language to discuss content, structure, theme, character development, and figurative language. They will also write interpretive and analytical compositions and work to develop their academic writing skills in Spanish. The primary goal for the class is that students enjoy reading the classics of Spanish-language literature and develop their autonomy in reading on all levels. The classroom textbooks, Abriendo Puertas: Antología de literatura en español (Tomos I & II), offer unabridged versions of the literary works on the Advanced Placement reading list. By May, students will have read all the works from the reading list in preparation for the Advanced Placement Spanish Literature exam.

Course Objectives

Students will...

- ☐ appreciate literature as a way to understand self, others and the universalities of the human condition.
- ☐ analyze literature for deeper meaning and an understanding of the literary resources employed to convey that meaning.
- ☐ connect literature to the context in which it was written and to its continuing importance in contemporary society.
- ☐ develop critical thinking skills and academic writing skills along with the reading, listening and speaking skills involved in foreign language study.
- ☐ develop autonomy in developing new vocabulary and learn to self-monitor for comprehension.
- ☐ obtain the academic vocabulary and communication skills to maintain discourse about literature in Spanish.

Course Planner

August – September: Review of previously read literature and basic literary analysis

Texts	Concepts
<input type="checkbox"/> <u>La casa de Bernarda Alba</u> <input type="checkbox"/> <u>El delantal blanco</u> <input type="checkbox"/> “No oyes ladrar los perros” <input type="checkbox"/> “Continuidad de los parques” <input type="checkbox"/> “Mi caballo mago” <input type="checkbox"/> “El hijo” <input type="checkbox"/> “La siesta del martes” <input type="checkbox"/> “La viuda de Montiel” <input type="checkbox"/> “Las ataduras” <input type="checkbox"/> “Oda a la alcachofa” <input type="checkbox"/> “Rima XI” <input type="checkbox"/> “Rima LIII”	Analysis <input type="checkbox"/> Géneros literarios: obra de teatro, relato, cuento, poema, oda, tragedia, comedia <input type="checkbox"/> Figuras: metáfora, símil, personificación, sinestesia, epíteto, hipérbole, imagen, símbolo, antítesis, gradación <input type="checkbox"/> Ironía, prefiguración, mensaje, tema, tono <input type="checkbox"/> Narrador, personaje, protagonista, trama, exposición, acción creciente, clímax, desenlace, perspectiva Theme <input type="checkbox"/> Las relaciones humanas <input type="checkbox"/> La muerte <input type="checkbox"/> La rebeldía Composition <input type="checkbox"/> Thematic analysis: compare and contrast

September: Los romances and poetic analysis

Texts	Concepts
<input type="checkbox"/> “Romance de la pérdida de Alhama” <input type="checkbox"/> “Romance del Conde Arnaldos” <input type="checkbox"/> “Romance de la luna, luna” <input type="checkbox"/> “Romance sonámbulo”	Analysis <input type="checkbox"/> Género: romance, elegía, tragedia clásica <input type="checkbox"/> Romance: romancero, in medias res, juglares, trovadores <input type="checkbox"/> Versificación: octosílabo, rima asonante, sinalefa, arte menor <input type="checkbox"/> Figuras: anáfora, estribillo, hipérbaton, apóstrofe, diálogo <input type="checkbox"/> Propósito: lírico, fronterizo, novelesco, épico <input type="checkbox"/> Lenguaje anticuado Literary Movement / Historical Context <input type="checkbox"/> La Edad Media <input type="checkbox"/> La cultura mozárabe <input type="checkbox"/> Los gitanos Theme <input type="checkbox"/> La pérdida Composition <input type="checkbox"/> Poetic analysis: description

October – November: La Edad Media y el Siglo de Oro

Texts	Concepts
<input type="checkbox"/> <u>El Conde Lucanor: “Ejemplo XXXV”</u> <input type="checkbox"/> “En tanto que de rosa y de azucena” <input type="checkbox"/> “Mientras por competir con tu cabello” <input type="checkbox"/> “Miré los muros de la patria mía” <input type="checkbox"/> <u>Lazarillo de Tormes</u> <input type="checkbox"/> <u>El ingenioso hidalgo, Don Quijote de la Mancha</u>	Analysis <input type="checkbox"/> Género: apólogo, soneto, novela picaresca, sátira, parodia, crítica social <input type="checkbox"/> Soneto: estrofa, cuarteto, terceto, planteamiento, desarrollo, resolución <input type="checkbox"/> Versificación: rima encadenada, rima abrazada, rima consonante, arte mayor, endecasílabo <input type="checkbox"/> Figuras: asíndeton, clímax, símil implícito Literary Movement / Historical Context <input type="checkbox"/> El barroco, el conceptismo, el culteranismo <input type="checkbox"/> El Siglo de Oro / El Renacimiento <input type="checkbox"/> La belleza ideal <input type="checkbox"/> Libros de caballerías Theme <input type="checkbox"/> Carpe diem, momento mori y la belleza efímera <input type="checkbox"/> El honor vs. la honra <input type="checkbox"/> La realidad vs. la imaginación Composition <input type="checkbox"/> Textual analysis: style

December: El discurso latinoamericano

Texts	Concepts
<input type="checkbox"/> <u>Naufragios</u> <input type="checkbox"/> “Balada de los dos abuelos” <input type="checkbox"/> “A Roosevelt” <input type="checkbox"/> “Dos patrias” <input type="checkbox"/> “Un día de éstos”	Analysis <input type="checkbox"/> Géneros literarios: la crónica, verso libre <input type="checkbox"/> Versificación: verso libre, ritmo, eneasílabo <input type="checkbox"/> Figuras: jitanjáfora, aliteración, códigos, polisíndeton, encabalgamiento Literary Movement / Historical Context <input type="checkbox"/> La poesía afrocubana <input type="checkbox"/> La Conquista de las Américas <input type="checkbox"/> El neo-colonialismo <input type="checkbox"/> La Violencia en Colombia Theme <input type="checkbox"/> Choque de culturas Composition <input type="checkbox"/> Thematic analysis: development and evolution

January – February: La mujer en la literatura

Texts	Concepts
<input type="checkbox"/> “Hombres necios”	Analysis
<input type="checkbox"/> “En perseguirme mundo”	<input type="checkbox"/> Géneros literarios: redondilla, monólogo
<input type="checkbox"/> <u>El burlador de Sevilla y convidado de piedra</u>	<input type="checkbox"/> Versificación: hexasílabo, pentasílabo
<input type="checkbox"/> “Las medias rojas”	<input type="checkbox"/> Figuras: apóstrofe, retruécano, alusión, arquetipo, simbolismo cromático, el “yo” poeta
<input type="checkbox"/> “A Julia de Burgos”	Literary Movement / Historical Context
<input type="checkbox"/> “Autorretrato”	<input type="checkbox"/> El barroco
<input type="checkbox"/> “Peso ancestral”	<input type="checkbox"/> El feminismo
<input type="checkbox"/> “Tú me quieres blanca”	Theme
<input type="checkbox"/> “Poema 15”	<input type="checkbox"/> Los roles tradicionales de hombres y mujeres
<input type="checkbox"/> “Dos palabras”	<input type="checkbox"/> El control social sobre las mujeres
	<input type="checkbox"/> La falta de comunicación / el aislamiento
	Composition
	<input type="checkbox"/> Thematic analysis: style and message

February: España y el mundo moderno

Texts	Concepts
<input type="checkbox"/> “Adiós, Cordera”	Analysis
<input type="checkbox"/> “Vuelva Ud. mañana”	<input type="checkbox"/> Géneros literarios: sátira, ensayo
<input type="checkbox"/> <u>San Manuel Bueno, mártir</u>	Literary Movement / Historical Context
	<input type="checkbox"/> El costumbrismo
	<input type="checkbox"/> La Generación del ‘98
	Theme
	<input type="checkbox"/> La decadencia
	<input type="checkbox"/> La crítica social
	Composition
	<input type="checkbox"/> Textual analysis: critical analysis

March: Movimientos poéticos

Texts	Concepts
<input type="checkbox"/> “No digáis que agotado su tesoro”	Analysis
<input type="checkbox"/> “Yo soy ardiente, yo soy morena”	<input type="checkbox"/> Géneros literarios: silva
<input type="checkbox"/> “Volverán las oscuras golondrinas”	<input type="checkbox"/> Versificación: heptasílabo, alejandrino, tetrasílabo
<input type="checkbox"/> “Canción del pirata”	<input type="checkbox"/> Figuras: poliptoton, hipálage, analogía
<input type="checkbox"/> “En una tempestad”	Literary Movement / Historical Context
<input type="checkbox"/> “Sonatina”	<input type="checkbox"/> El romanticismo
<input type="checkbox"/> “Lo fatal”	<input type="checkbox"/> La Generación del ‘98
<input type="checkbox"/> “Canción de otoño en primavera”	<input type="checkbox"/> El modernismo
<input type="checkbox"/> “He andado muchos caminos”	<input type="checkbox"/> El vanguardismo
<input type="checkbox"/> “La primavera besaba”	Theme
<input type="checkbox"/> “Caminante, son tus huellas”	<input type="checkbox"/> El amor ideal
<input type="checkbox"/> “Walking around”	<input type="checkbox"/> La razón vs. el sentimiento
<input type="checkbox"/> “Versos sencillos”	<input type="checkbox"/> El paso del tiempo
	<input type="checkbox"/> El individualismo
	Composition
	<input type="checkbox"/> Poetic analysis: style and message

April – May: El realismo mágico y la fantasía

Texts	Concepts
<input type="checkbox"/> “El alacrán de Fray Gómez” <input type="checkbox"/> “Chac mool” <input type="checkbox"/> “La noche boca arriba” <input type="checkbox"/> “El sur” <input type="checkbox"/> “La muerte y la brújula” <input type="checkbox"/> “Un señor muy viejo con unas alas muy grandes” <input type="checkbox"/> “El ahogado más hermoso del mundo”	Analysis <input type="checkbox"/> Géneros literarios: tradición Literary Movement / Historical Context <input type="checkbox"/> El “boom” latinoamericano <input type="checkbox"/> El realismo mágico <input type="checkbox"/> Los gauchos <input type="checkbox"/> Los aztecas y los mayas Theme <input type="checkbox"/> Lo fantástico
<input type="checkbox"/> El doble <input type="checkbox"/> El infinito y los laberintos <input type="checkbox"/> La mezcla de la realidad y la ficción	
Composition	
<input type="checkbox"/> Textual analysis: critical analysis	

Teaching Strategies***Structure of the class***

In the interest of deep and active reading of all the texts in the AP Spanish Literature curriculum, the entire Spanish Department has worked to vertically streamline exposure to specific literary pieces from the AP reading list. Among other texts read in Spanish IIIH, IIIH and IVAP, students read the following literary pieces in their entirety: “Rima XI” and “Rima LIII” by Bécquer, El delantal blanco by Vodanovic, “Continuidad de los parques” by Cortázar, “Oda a la alcachofa” by Neruda, “No oyes ladrar los perros” by Rulfo, “Mi caballo mago” by Ulibarri, “El hijo” by Quiroga, “La viuda de Montiel” and “La siesta del Martes” by García Márquez, “Las ataduras” by Martín Gaité and La casa de Bernarda Alba by García Lorca. The first unit of the Spanish VAP course reviews these texts as a context for teaching basic literary analysis and terminology.

The sequence of literary study is arranged primarily by movement or theme and then by chronological order. By constantly recycling the chronology of the texts, students can place the literature in its historical context and see how the themes and movements develop through time. Over the course of the year, the literature is reviewed as students use author, title, dates, quotes, literary terminology, examples and literary movements as a basis to pair up for discussion.

As the course progresses, students collect information about the texts in two ways. The first is a system of 4x6 cards that identify the text, author, date, movement, character, environment, summary and three thematic or rhetorical points of interest. Students fill out these cards as they read, discuss and present the literature. During the year, they use these cards to spark discussion about possible common themes or compare and contrast authors’ literary styles. By the end of the year, students have a set of cards for every piece of literature on the AP list and can use it as a review resource for the AP Spanish Literature exam. Additionally, students maintain a glossary of literary terms as they are introduced in class. The glossary contains the term in Spanish and space to collect definitions and examples from works studied in class. As a new term is added, students have the opportunity to review previously read literature while they look for examples in familiar texts.

Speaking and listening

Spanish is the only language spoken at all times. I have a system that I call “multas” that becomes part of a participation grade. At the beginning of the semester I distribute photocopies of Argentine pesos to the students. If they speak English, or come unprepared, they pay me a fine or “multa”. They can earn their money back if they catch me in a mistake, win at a game or say

something particularly insightful. I find that not only do they speak only in Spanish, even among themselves, they also begin to think critically in Spanish.

In our class, there are multiple opportunities to speak Spanish at various registers. Student/student and student/teacher interaction is entirely in Spanish. Students also participate in paired conversations, class discussions, fishbowl discussions, debates and formal presentations. We often use jigsaw, think-pair-share and quiz-quiz-trade formats to structure discussion. In groups, students might present a “tableau vivante” of the character’s thoughts during an important moment in the text. Oral presentations, whether individual or paired, help provide context and analysis for the literature. For example, students will give mini-lectures on cultural issues like aspects of Gypsy life in Spain, differing perspectives (Aztec, Mayan, religious, military) on the Conquest of the Americas, neo-colonialism, etc. They will also present style analyses of poems and short stories so that all students can collect details about the literary selections as they read. Additionally, students give one formal PowerPoint presentation per semester about the life, style, themes, and works of one of the AP authors. With the goal of taking the Spanish language and the love of literature out of the classroom, students are also encouraged to participate in an annual regional poetry recital.

Students are expected to listen to their peers and their teacher and to respond appropriately. Additionally, to continue developing aural comprehension skills, students listen to songs based on AP literary selections and to recitations of poems and short stories read by Hispanic authors, occasionally even by the original poets. Students also view clips from movies based on class texts as a *supplement* to the reading. When possible, the class also takes field trips to the Mexican Heritage Plaza to see plays in Spanish.

Reading and Writing

During the course of the year, students will read all of the class readings from the College Board’s AP Literature reading list as well as some supplemental selections. As students work through the readings, they keep a 3-subject notebook dedicated to the following activities:

- In a Reader Response Journal students pose questions, record reactions and highlight parts of the text that impress them as they read it. They also have the chance to read other students’ journals and reflect on other opinions as a way to expand their understanding and appreciation of the various texts.
- Students are expected to maintain a Word Diary. Through a variety of activities designed to help them acquire new words, students are in charge of a large part of their own vocabulary development. This is assessed weekly by student-created vocabulary quizzes.
- Additionally, students engage and reflect with literature in a Personal Journal by responding to a wide variety of pre- and post-reading activities that connect what they read to themselves as individuals and to promote writing fluency. Students might write a brief summary of the text, reflect personally on the themes of the literary selection, connect the plot or images from the text to other film or literature, etc. These activities are designed so students will also explore characterization, tone, perspective and narration in conjunction with reading the material.

Students submit a variety of written work, for example, a quick journal response as an entry into a topic of study, a creative piece exploring a theme from a literary text, or a formal literary analysis. Per semester, students turn in three analytical essays from 500-800 words that expand upon typical AP thematic, poetic, textual analysis prompts. These formal compositions go through a peer-

revision / peer-editing process, with the goal of getting students to write at a level appropriate for a third-year literature course in college. Creative writing pieces might be biographical poems based on characters, original sonnets, romances, redondillas, etc., or magic realism short stories. Students are encouraged to submit their poetry to a local poetry contest at a nearby state college.

Students take quizzes and tests after studying an individual text or a larger thematic unit. These quizzes and tests assess how students comprehend the material or use new language through both short answers and long compositions. Timed essays modeled after the free-response essays in the AP Spanish Literature exam accompany each large test. Students also manage their own vocabulary development through weekly vocabulary self-quizzes based on words they identified for study. The fall final exam is a modified version of the AP Spanish Literature exam and the spring final assessment is a 5-minute digital video of a modernization of a literary piece from the AP reading list.

Throughout the year, we use graphic organizers to manage unfamiliar vocabulary, identify and explore key concepts, summarize, explain cause and effect, compare and contrast, etc. By the end of the year, students should have an extensive set of strategies to continue developing their literacy in any literature, Hispanic or otherwise.

Student Evaluation

- ☐ Class Discussion (20% of grade) - Participation, quality of oral expression, preparation for class, notebook
- ☐ Compositions/Presentations (30% of grade)
- ☐ Tests/Quizzes (30 % of grade)
- ☐ Final Exam/Project (20% of grade)

Instructional Materials - 9th Grade

The Humanitas Academy of Art and Technology

Content	State-Approved Textbook	Supplemental Materials
English	<ul style="list-style-type: none"> • McDougal Littell, Language of Literature (9th grade) • Prentice Hall, Perspectives in Multicultural Literature 	<ul style="list-style-type: none"> • John Steinbeck, Of Mice and Men • Shakespeare (Folger Library edition), Romeo and Juliet • Facing History and Ourselves • Holocaust and Human Behavior
Math	McDougal-Littell, Algebra 1 McDougal-Littell, Geometry	Algebra 1 <ul style="list-style-type: none"> • McDougal-Little Standards Review Workbooks • College Preparatory Math (CPM), Algebra Connections • Key Curriculum Press, Discovering Algebra Geometry <ul style="list-style-type: none"> • College Preparatory Math (CPM), Geometry Connections • Key Curriculum Press, Discovering Geometry
Science	<ul style="list-style-type: none"> • Johnson, Raven, Holt Biology • Advanced Physical Science: TBD 	Laboratory and other supplemental activities from the cited textbooks
Spanish 1	Reinhart and Winston Holt, Nuevas Vistas Curso Uno	Reinhart and Winston Holt, Nuevas Vistas: Cuaderno De Practica: Curso Avanzando Uno

Instructional Materials - 10th Grade

The Humanitas Academy of Art and Technology

Content	State-Approved Textbook	Supplemental Materials
English	Prentice Hall, Perspectives in Multicultural Literature (10th grade)	<ul style="list-style-type: none"> • Lois Lowry, The Giver • Mariano Azuela, The Underdogs • World War I poetry • Ellie Wiesel, Night • Margo, Stern Strom, Facing History and Ourselves • Alexandra Zapruder, Salvaged Pages
History	World History: The Modern World	<ul style="list-style-type: none"> • Facing History and Ourselves • Mexican-American Heritage • Video: The Wave • Jackdaw Historical Photos • Erich Maria Remarque, All Quiet on The Western Front • History Alive! (TCI) materials
Math	McDougal-Littell, Geometry McDougal-Littell, Algebra 2	Geometry <ul style="list-style-type: none"> • College Preparatory Math (CPM), Geometry Connections • Key Curriculum Press, Discovering Geometry Algebra 2 <ul style="list-style-type: none"> • College Preparatory Math (CPM), Algebra 2 Connections • Key Curriculum Press, Discovering Algebra 2
Science	Dingrando, et al, Matter and Change	Laboratory and other supplemental activities from the the cited textbooks
Spanish 2	Reinhart and Winston Holt, Nuevas Vistas Curso Dos	

Instructional Materials - 11th Grade

The Humanitas Academy of Art and Technology

Content	State-Approved Textbook	Supplemental Materials
English	McDougal Littell, The Language of Literature (11th grade)	<ul style="list-style-type: none"> • The Everyday Writer by Andrea Lunsford • readings from The Annotated Mona Lisa (art history) • readings from The American Spirit (primary source reader)
History	Glencoe, American Vision: Modern Times and supplements	<ul style="list-style-type: none"> • Zinn, Howard, A People's History of the United States • Zinn, Howard, A Young People's History of the United States • Bigelow, Bill, A People's History for the Classroom • Teacher's Curriculum Institute, History Alive Series for 11th grade • Interact Simulations – some examples <ul style="list-style-type: none"> New Deal on Trial Investigating Ex. Order 9066 Point-Counter Point 1960's to 1970's • Teacher made simulations and Seminar • Primary Document Resources: <ul style="list-style-type: none"> Opposing Viewpoints In American History, Edited by William Dudley Volume I –Colonial times To Reconstruction Volume II – Reconstruction to the Present Great Issues in American History, Clarence Ver Steeg and Richard Hofstadter Volume I, II, III • Teacher Created Document Based Questions • Facing History and Ourselves – <ul style="list-style-type: none"> Eyes on the Prize Activities • DVD's – some examples: <ul style="list-style-type: none"> Peter Jennings – America's Story, The Decades Eyes on the Prize- the series Chicano-the series Our Century – The Decades Thirteen Days Iron Jawed Angels Come See the Paradise All the Presidents Men
Math	McDougal-Littell, Algebra 2 Barnett, Ziegler and Byleen, Precalculus: With Limits	Algebra 2 <ul style="list-style-type: none"> • College Preparatory Math (CPM), Algebra 2 Connections • Key Curriculum Press, Discovering Algebra 2

Science	<ul style="list-style-type: none"> • Serway, Faughn, Holt Physics • Hewitt, Conceptual Physics • Johnson, Raven, Holt Biology 	Laboratory and other supplemental activities from the cited textbooks
AP Spanish Language	Carrera-Hanley, Ventanas tres	<ul style="list-style-type: none"> • Diaz, J. AP Spanish Preparing for the Language Examination (3rd edition) • Ecos website, http://www.ecos-online.de. • Nexttext Abriendo puertas Antología de literatura en español Tomo I y II, McDougal Littell: Evanston. • Quia website, http://www.quia.com/pages/profesanchez4.html • Tell Me More Education, http://www.tellmoreeducation.com

Instructional Materials - 12th Grade

The Humanitas Academy of Art and Technology

Content	State-Approved Textbook	Supplemental Materials
English	California State University Expository Reading and Writing Course and Assignment Template	<ul style="list-style-type: none"> • Great Books Foundation, Citizens of the World: Readings in Human Rights
Economics and Principles of American Government	Principles and Practices, American Government	<ul style="list-style-type: none"> • Facing History and Ourselves • Collective Bargaining Unit Resource Binder • Bill Bigallow, Globalization • Analyzing Supreme Court Cases
Math	Finney, Calculus of a Single Variable	
Science	<ul style="list-style-type: none"> • Serway, Faughn, Holt Physics • Hewitt, Conceptual Physics 	Laboratory and other supplemental activities from the cited textbooks
AP Spanish Literature	McDougal, Littell, Abriendo Puertas: Antologia de literatura en espanol - Tomo I & II	<ul style="list-style-type: none"> • Rodriguez, Rodney, Momentos cumbres de las literaturas hispanicas • Nexttext - Abriendo puertas www.nexttext.com • Quia - www.quia.com • A Media Voz -http://amediavoz.com/mediavoz.htm • Bibliothec Augustana - www.fh-augsburg.de/%7Eharsh/hispanica/Cronologia/s_crono.html

Academic Calendar

Humanitas Academy of Art and Technology

2010 - 2011

Appendix 3c. i

August 25, 26, 27, 30, 31 & September 2, 3, 8, 9, 10	Staff Professional Development
September 13	School Starts
November 11	Veteran's Day
November 25,26	Thanksgiving
December 20 – January 7	Winter Break
January 6, 7	Professional Development Days
January 17	ML King Holiday
February 21	President's Day
March 1	Cesar Chavez Holiday
April 18 -22	Spring Break
May 30	Memorial Day
June 28	Last Instructional Day
June 29 – July 1	Staff Professional Development

The Academic Calendar for the Humanitas Academy of Art and Technology will follow the district single track calendar with a few exceptions: Ten professional days have been added at the beginning of the school year for staff professional development, two days during the winter break and three days at the end of the year. These days are critical for staff learning, and the skills and knowledge learned will have a direct impact in the classroom to improve student achievement.

Humanitas Academy of Art and Technology
Bell Schedule – Block Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30–8:20 a.m.	Zero period/ Nutrition	Zero period/ Nutrition	Zero period/ Nutrition	Zero period/ Nutrition	7:30–8:20 a.m.	Zero period/ Nutrition
8:25–10:00 a.m.	1	2	1	2	8:25–9:25 a.m.	1
					9:30–10:30 a.m.	2
10:05–11:40 a.m.	3	4	3	4	10:35–11:25 a.m.	3
11:40–12:10	lunch	lunch	lunch	lunch	11:25–11:55 a.m.	lunch
12:15–1:50 p.m.	5	6	5	6	12:00–1:00 p.m.	4
					1:05–2:05 p.m.	5
1:55–3:30 p.m.	Advisory (25 min)/ Enrichment/ Intervention	Advisory (25 min)/ Community meeting/ Enrichment/ Intervention	Advisory (25 min)/ Enrichment/ Intervention	Teacher Planning	2:10–3:10	6
					3:15–3:30 p.m.	Advisory

The schedule above results in 68,600 instructional minutes per year, which exceeds LAUSD’s minimum of 65,300 minutes for high schools, as shown in the table below. Students who opt to take zero period will add 50 minutes to each instructional day, for a total of 77,600 instructional minutes.

Day	Instructional Minutes	Days per 2010-11 School Year	Total Minutes
Monday	400 minutes	35	14,000
Tuesday	400 minutes	38	15,200
Wednesday	400 minutes	38	15,200
Thursday	300 minutes	34	10,200
Friday	400 minutes	35	14,000
TOTAL		180	68,600
Zero period	50	180	9,000
Total with zero period			77,600

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1. Increase the number of schools that meet or exceed their API targets <u>2008-09</u> 282 out of 613 = 46% Meet or exceed the annual API target. <table><tr><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>597</td><td>594</td><td>604</td><td>614</td><td>623</td><td>632</td><td>641</td></tr></table>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	597	594	604	614	623	632	641	10%																																																																																																								
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Chem	2.6	1.9	2.1	2.3	2.5	2.8	3.1																																																																
Earth Sc	10.9	15.0	16.5	18.2	20.0	22.0	24.2																																																																
Physics	9.6	4.8	5.3	5.8	6.4	7.0	7.7																																																																
HIS	2008	2009	2010	2011	2012	2013	2014																																																																
World	11.0	13.7	15.1	16.6	18.2	20.1	22.1																																																																
US His	14.9	21.5	23.7	26.0	28.6	31.5	34.6																																																																

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						<i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	<i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	<i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	<i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	<i>Indicate when the strategy will be implemented and projected date of completion.</i>				
Biology	24%	24%	0%			<ul style="list-style-type: none">Cognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none">Culturally-relevant instructionDifferentiation of instructionUse of assessment data Supplemental Services <ul style="list-style-type: none">After school tutoring programsAfter school program to support reading comprehension and written and oral language conventions for English Language LearnersPartnerships with professional organizations to increase engagement (i.e. internships, mentorships, job	Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College Cal State L.A.	attendance						
Chemistry	12%	14%	+2%					<ul style="list-style-type: none">Success on summative assessments within each course						
Earth Sci.	21%	26%	+5%					<ul style="list-style-type: none">Increase in the number of grades C and better						
Physics	19%	20%	+1%					<ul style="list-style-type: none">Increase the number of students who attend tutoring and Saturday classes						
Integ. Sci1	7%	8%	+1%					<ul style="list-style-type: none">Increase the number of students dual-enrolled in college courses						
Integ. Sci2	2%	0%	-2%					<ul style="list-style-type: none">Increase the number of struggling students accessing online remediation courses, though sites such as Hippocampus						
Integ. Sci3	3%	7%	+4%											
Soc. Sci.	23%	28%	+5%											
World Hist.	18%	23%	+4%											
U.S. Hist.	25%	32%	+7%											
% Proficient/Advanced CST Science and Social Science, cont'd:														
GARFIELD	<u>2008</u>	<u>2009</u>	<u>Change</u>											
Biology	12%	9%	-3%											
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Integ. Sci1	1%	0%	-1%											
Integ. Sci2	-%	-%	-%											
Integ. Sci3	-%	-%	-%											
World Hist.	11%	14%	+3%											
U.S. Hist.	15%	21%	+6%											
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World Hist.	5%	11%	+6%											
U.S. Hist.	11%	13%	+2%											
										All Students				

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<p>3. Reduce the percentage of students in grades 9-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <p>5 year goals:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>ELA</td><td>43.7</td><td>43.3</td><td>39.0</td><td>35.1</td><td>31.6</td><td>28.4</td><td>25.6</td></tr><tr><td>Math</td><td>79.3</td><td>81.5</td><td>73.4</td><td>66.0</td><td>59.4</td><td>53.5</td><td>48.1</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	ELA	43.7	43.3	39.0	35.1	31.6	28.4	25.6	Math	79.3	81.5	73.4	66.0	59.4	53.5	48.1	-10%	All Students	<p>Instruction:</p> <ul style="list-style-type: none">Culturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teams		<p>Grades 9 thru 11:</p> <ul style="list-style-type: none">Increase the % of students scoring proficient or above on periodic assessmentsIncrease the number of	Teachers, Administration, tutors, ELAC, and school staff	Ongoing
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<div>Historic Performance Data</div> <table><thead><tr><th></th><th><u>2008</u></th><th><u>2009</u></th><th><u>Change</u></th></tr></thead><tbody><tr><td>Garfield ELA</td><td></td><td></td><td></td></tr><tr><td>Grade 9 –</td><td>40%</td><td>43%</td><td>+3%*</td></tr><tr><td>Grade 10 –</td><td>44%</td><td>42%</td><td>-2%*</td></tr><tr><td>Grade 11 –</td><td>50%</td><td>46%</td><td>-4%*</td></tr></tbody></table> <table><thead><tr><th></th><th><u>2008</u></th><th><u>2009</u></th><th><u>Change</u></th></tr></thead><tbody><tr><td>Roosevelt ELA</td><td></td><td></td><td></td></tr><tr><td>Grade 9 –</td><td>47%</td><td>44%</td><td>-4%*</td></tr><tr><td>Grade 10 –</td><td>54%</td><td>41%</td><td>-13%*</td></tr><tr><td>Grade 11 –</td><td>47%</td><td>50%</td><td>+3%*</td></tr></tbody></table> <p>* negative values are actually positive growth since less students fall into these proficiencies.</p>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Garfield ELA				Grade 9 –	40%	43%	+3%*	Grade 10 –	44%	42%	-2%*	Grade 11 –	50%	46%	-4%*		<u>2008</u>	<u>2009</u>	<u>Change</u>	Roosevelt ELA				Grade 9 –	47%	44%	-4%*	Grade 10 –	54%	41%	-13%*	Grade 11 –	47%	50%	+3%*			<ul style="list-style-type: none">• Backwards-planning• Problem-based learning that builds on prior knowledge and requires higher order thinking• Cognitively Guided Instruction Strategies (CGI)• Supplemental reading and writing materials• SDAIE strategies• Interdisciplinary and inquiry-based curriculum to increase student engagement• Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none">• Culturally-relevant instruction• Differentiation of instruction• Use of assessment data Supplemental Services <ul style="list-style-type: none">• After school tutoring programs• After school program to support reading comprehension and written and oral language conventions for English Language Learners	Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College	students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level <ul style="list-style-type: none">• Improve average daily attendance• Success on summative assessments within each course• Increase in the number of grades C and better• Increase the number of students who attend tutoring and Saturday classes• Increase the number of students dual-enrolled in college courses• Increase the number of struggling students accessing online remediation courses, though sites such as Hippocampus		
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<p>4. Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <p>5 year goals:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>8.5</td><td>8.4</td><td>> 6</td><td>> 6</td><td>> 6</td><td>> 6</td><td>> 6</td></tr></table> <p>Historic Data:</p> <table><tr><td>DISTRICT</td><td><u>07-08</u> 9.3%</td><td><u>08-09</u> 9.2%</td><td><u>Change</u> -.1%</td></tr><tr><td>GARFIELD</td><td><u>07-08</u> 8.5%</td><td><u>08-09</u> 8.4%</td><td><u>Change</u> -.01%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		8.5	8.4	> 6	> 6	> 6	> 6	> 6	DISTRICT	<u>07-08</u> 9.3%	<u>08-09</u> 9.2%	<u>Change</u> -.1%	GARFIELD	<u>07-08</u> 8.5%	<u>08-09</u> 8.4%	<u>Change</u> -.01%	<p>varies by school</p> <p>varies by school</p>	Gifted Students	Use data to identify Gifted and Talented Students to provide additional services to ensure they are scoring at Proficient and Advanced on the CST.	<ul style="list-style-type: none">Increase the number of state-identified Gifted studentsIncrease the number of accelerated students taking AP coursesIncrease the number of accelerated students taking college coursesIncrease the number of accelerated students taking honors courses	Teachers, Administration, tutors, ELAC, and school staff	Ongoing
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<p>ROOSEVELT <u>07-08</u> <u>08-09</u> <u>Change</u> 7.8% 8.1% -.3%</p> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <p>DISTRICT <u>07-08</u> <u>08-09</u> <u>Change</u> African Americans 6.6% 6.6% .0% Hispanics 6.9% 7.0% .1%</p> <p>GARFIELD <u>07-08</u> <u>08-09</u> <u>Change</u> African Americans 10.0% 9.1% .9% Hispanics 8.6% 8.4% .1%</p> <p>ROOSEVELT <u>07-08</u> <u>08-09</u> <u>Change</u> African Americans 0.0% 0.0% .0% Hispanics 7.9% 8.2% .3%</p>					<ul style="list-style-type: none"> Increase the number of accelerated students accessing AP and advanced courses online 																																																		
<p>5a. Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>5 year goals</p> <table border="1"> <thead> <tr> <th></th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr> </thead> <tbody> <tr> <td>Afr-Amer</td><td>0</td><td>0</td><td>+10</td><td>+10</td><td>+10</td><td>+10</td><td>+10</td></tr> <tr> <td>Hispanic</td><td>21.3</td><td>21.5</td><td>23.7</td><td>26.0</td><td>28.6</td><td>31.5</td><td>34.6</td></tr> <tr> <td>ELLs</td><td>2.0</td><td>1.3</td><td>1.4</td><td>1.6</td><td>1.7</td><td>1.9</td><td>2.1</td></tr> <tr> <td>SwDs</td><td>1.3</td><td>2.4</td><td>2.6</td><td>2.9</td><td>3.2</td><td>3.5</td><td>3.9</td></tr> <tr> <td>SEL</td><td>22.7</td><td>23.0</td><td>25.3</td><td>27.8</td><td>30.6</td><td>33.7</td><td>37.0</td></tr> </tbody> </table> <p>Historic Performance Data: Prof/Adv CST ELA Subgroups:</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u></p>		2008	2009	2010	2011	2012	2013	2014	Afr-Amer	0	0	+10	+10	+10	+10	+10	Hispanic	21.3	21.5	23.7	26.0	28.6	31.5	34.6	ELLs	2.0	1.3	1.4	1.6	1.7	1.9	2.1	SwDs	1.3	2.4	2.6	2.9	3.2	3.5	3.9	SEL	22.7	23.0	25.3	27.8	30.6	33.7	37.0	10%	Hispanic, Standard English Learners, Students with Disabilities	<p>Instruction:</p> <ul style="list-style-type: none"> Use Academic English Mastery Program (AEMP) strategies Differentiated instruction developed by horizontal and vertical teacher teams Backwards-planning Cognitively Guided Instruction Strategies (CGI) Supplemental reading 		<p>Grades 9 thru 11:</p> <ul style="list-style-type: none"> Increase the % of students scoring proficient or above on periodic assessments Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level Improve average daily attendance 	Teachers, Administration, tutors, ELAC, special education aides, EL aides, and school staff	Ongoing
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<p>African American 25% 27% +2%</p> <p>Hispanic 31% 33% +2%</p> <p>English Learners 20% 23% +3%</p> <p>Sts. w/ Disabilities 11% 12% +1%</p> <p>Garfield <u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>African American - - -</p> <p>Hispanic 21.3% 21.5% +0.2%</p> <p>English Learners 18.4% 17.2% -1.2%</p> <p>Sts. w/ Disabilities 1.3% 2.4% +1.1%</p> <p>Roosevelt <u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>African American - - -</p> <p>Hispanic 18.0% 20.7% +2.7%</p> <p>English Learners 16.5% 18.8% +2.3%</p> <p>Sts. w/ Disabilities 1.4% 1.1% -0.3%</p>			<p>and writing materials</p> <ul style="list-style-type: none"> Interdisciplinary and inquiry-based curriculum to increase student engagement Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p> <ul style="list-style-type: none"> Differentiation of instruction Use of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none"> After school tutoring programs 		<ul style="list-style-type: none"> Success on summative assessments within each course Increase in the number of grades C and better Increase the number of students who attend tutoring and Saturday classes Increase the number of students dual-enrolled in college courses Increase the number of struggling students accessing online remediation courses, through sites such as Hippocampus 		
5b. Accelerate the performance of Standard English Learners (SEL)	10%	Standard English Learners	<p>Instruction:</p> <ul style="list-style-type: none"> Culturally-relevant and responsive pedagogy Differentiated instruction developed by horizontal and vertical teacher teams Backwards-planning Problem-based learning that builds on prior knowledge and requires higher order thinking Cognitively Guided Instruction Strategies (CGI) 		<ul style="list-style-type: none"> Interdisciplinary essays Performance Assessments Portfolios Research projects and presentations to the community Accelerated Reader Increase the number of students taking AP courses Increase the number of students taking college courses 	Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing

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			<ul style="list-style-type: none"> Supplemental reading and writing materials SDAIE strategies Interdisciplinary and inquiry-based curriculum to increase student engagement Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none"> Culturally-relevant instruction Differentiation of instruction Use of assessment data Supplemental Services <ul style="list-style-type: none"> After school tutoring programs After school program to support reading comprehension and written and oral language conventions for English Language Learners Computer-based supplemental math curriculum 		<ul style="list-style-type: none"> Increase the number of students taking honors courses 		

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<p>6. AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <p>5 year goals</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>31.7</td><td>30.0</td><td>30.9</td><td>31.8</td><td>32.8</td><td>33.8</td><td>34.8</td></tr></table> <p>2007-8 State Target was 50.1%; 2008-9, 51.6%; 2009-10, 53.1%</p> <p>Historic Performance Data</p> <table><tr><td>District</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> <p>(school data based on % of EL students increasing a level on CELDT)</p> <table><tr><td>Garfield</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>31.7%</td><td>30.0%</td><td>-1.7%</td></tr></table> <table><tr><td>Roosevelt</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>30.0%</td><td>37.5%</td><td>+7.5%</td></tr></table> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		31.7	30.0	30.9	31.8	32.8	33.8	34.8	District	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		54.8%	55.7%	+0.9%	Garfield	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		31.7%	30.0%	-1.7%	Roosevelt	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		30.0%	37.5%	+7.5%	3%	English learners	<p>Instruction:</p> <ul style="list-style-type: none">Culturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p>		<ul style="list-style-type: none">ELD PortfoliosPerformance AssessmentsCELDTAccelerated ReaderELSSA DataInterdisciplinary essaysPerformance AssessmentsPortfoliosResearch projects and presentations to the community	Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing
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2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%			<p>Instruction Strategies (CGI)</p> <ul style="list-style-type: none"> • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement <p>Professional Development:</p> <ul style="list-style-type: none"> • Use of assessment data • Culturally-relevant instruction • Differentiation of instruction <p>Supplemental Services</p> <ul style="list-style-type: none"> • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners 				

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9. Increase EL reclassification rates 5 year goals <table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td></td><td>9.2</td><td>9.1</td><td>9.6</td><td>10.0</td><td>10.5</td><td>11.1</td><td>11.6</td></tr></table> Historic Performance Data <table><tr><td>District</td><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1%</td></tr></table> <table><tr><td>Garfield</td><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>HS</td><td>9.2</td><td>9.1</td><td>-0.1%</td></tr></table> <table><tr><td>Roosevelt</td><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>HS</td><td>7.6</td><td>9.4</td><td>+1.8%</td></tr></table>		2008	2009	2010	2011	2012	2013	2014		9.2	9.1	9.6	10.0	10.5	11.1	11.6	District	07-08	08-09	Change	HS	10.3	12.4	+2.1%	Garfield	07-08	08-09	Change	HS	9.2	9.1	-0.1%	Roosevelt	07-08	08-09	Change	HS	7.6	9.4	+1.8%	5%	English learners	Instruction: <ul style="list-style-type: none">Culturally-relevant and responsive pedagogySDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)	<ul style="list-style-type: none">EL monitoring rosters, and where possible EL students not moving or reclassifyingRFEP Monitoring RostersEnglish gradesELA CST supports (see above sections)	Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing
	2008	2009	2010	2011	2012	2013	2014																																							
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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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10. Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 5 year goals <table border="1"> <thead> <tr> <th></th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr> </thead> <tbody> <tr> <td>ELA</td><td>14.5</td><td>14.5</td><td>19.6</td><td>26.4</td><td>35.7</td><td>48.2</td><td>65.0</td></tr> <tr> <td>Math</td><td>1.9</td><td>3.5</td><td>4.7</td><td>6.4</td><td>8.6</td><td>11.6</td><td>15.7</td></tr> </tbody> </table>		2008	2009	2010	2011	2012	2013	2014	ELA	14.5	14.5	19.6	26.4	35.7	48.2	65.0	Math	1.9	3.5	4.7	6.4	8.6	11.6	15.7	35% ELA 35% Math	Students with Disabilities	Instruction: <ul style="list-style-type: none"> Differentiated instruction developed by horizontal and vertical teacher teams Backwards-planning Cognitively Guided Instruction Strategies (CGI) Supplemental reading and writing materials Interdisciplinary and 		<ul style="list-style-type: none"> Writing across the subject areas Practice standardized tests Increase the % of students scoring proficient or above on periodic assessments Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade 	Teachers, Administration, tutors, ELAC, special education aides, and school staff	Ongoing
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Esteban E. Torres High School

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Esteban E. Torres High School

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12. Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 5 year goals <table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td></td><td>56.0</td><td>59.1</td><td>62.6</td><td>66.4</td><td>70.4</td><td>74.6</td><td>79.1</td></tr></table> Historic Performance Data <table><tr><td>District</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>57%</td><td>60%</td><td>+3%</td></tr><tr><td>Garfield</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>56.0%</td><td>59.1%</td><td>+3.1%</td></tr><tr><td>Roosevelt</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>51.0%</td><td>55.8%</td><td>+4.8%</td></tr></table>		2008	2009	2010	2011	2012	2013	2014		56.0	59.1	62.6	66.4	70.4	74.6	79.1	District	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		57%	60%	+3%	Garfield	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		56.0%	59.1%	+3.1%	Roosevelt	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		51.0%	55.8%	+4.8%	6%	10 th Graders	Instruction: <ul style="list-style-type: none">Culturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase		<ul style="list-style-type: none">Increased participation in CAHSEE preparationAdminister CAHSEE diagnostic test to all 9th and 10th grade students9th and 10th grade performance assessmentsStudent Writing ExamplesInterdisciplinary essaysPortfoliosAccelerated ReaderResearch projects and presentations to the community	Teachers, Administration, tutors, aides, and school staff	Ongoing
	2008	2009	2010	2011	2012	2013	2014																																								
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Roosevelt <u>06-07</u> 33.2% <u>07-08</u> 23.8% <u>Change</u> -9.4%			<ul style="list-style-type: none"> Differentiated instruction developed by horizontal and vertical teacher teams Professional Development: <ul style="list-style-type: none"> Culturally-relevant instruction Differentiation of instruction Use of assessment data Supplemental Services <ul style="list-style-type: none"> After school tutoring programs After school program to support reading comprehension and written and oral language conventions for English Language Learners Supplemental Services <ul style="list-style-type: none"> High School Transition Orientation Program After school tutoring programs Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, worksite visits, guest lectures) Partnerships with local universities and 	E.g.: Federal Reserve MTA MOCA Walt Disney Hall East L.A. Community College Cal State L.A.	<ul style="list-style-type: none"> Increase attendance rates for both students and teachers to 96%. Decrease number of suspensions and behavior referrals Pass gateway classes Increase the percentage of 9th to 10th grade students accumulating 55 credits Increase number of students in tutoring Increase number of students in job shadowing and internships 		

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																								
<p>14. Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <p>5 year goals:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>59.5</td><td>65.0</td><td>68.0</td><td>71.0</td><td>74.0</td><td>77.0</td><td>80.0</td></tr></table> <p>Historic Performance Data</p> <table><tr><td>District</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>25%</td><td>TBD%</td><td>+__%</td></tr></table> <table><tr><td>Garfield</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>36.4%</td><td>11.0%</td><td>-25.4%</td></tr></table> <table><tr><td>Roosevelt</td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>19.9%</td><td>21.7%</td><td>+1.8%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		59.5	65.0	68.0	71.0	74.0	77.0	80.0	District	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		25%	TBD%	+__%	Garfield	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		36.4%	11.0%	-25.4%	Roosevelt	<u>07-08</u>	<u>08-09</u>	<u>Change</u>		19.9%	21.7%	+1.8%	80%	All Students	<p>Instruction:</p> <ul style="list-style-type: none">Ensure that all students are put in the A-G requirements and an individual graduation plan (IGP) is set for each student.Differentiated instruction developed by horizontal and vertical teacher teamsProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagement <p>Supplemental Services</p> <ul style="list-style-type: none">After school tutoring programs	College Counselor	<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none">Decrease the number of students receiving Fails in A-G courses by 10%.Increase the percent of students earning C's or higher in A-G courses.Pass gateway classesIncrease the percentage of 9th to 10th grade students accumulating 55 credits9th and 10th grade performance assessmentsStudent Writing ExamplesInterdisciplinary essaysPortfoliosAccelerated ReaderResearch projects and presentations to the communityIncrease the number of students accessing college and online courses, though sites such as Hippocampus	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing
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Esteban E. Torres High School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

[illegible]

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Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

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			(i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) <ul style="list-style-type: none"> • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment • Computer-based supplemental math curriculum 				

Esteban E. Torres High School

Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>17. As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none"> there are opportunities for parent involvement <p>Garfield <u>07-08</u> <u>08-09</u> <u>Change</u> -% 88.6% -%</p> <p>Roosevelt <u>07-08</u> <u>08-09</u> <u>Change</u> -% 88.1% -%</p> <ul style="list-style-type: none"> they feel welcome at this school <p>Garfield <u>07-08</u> <u>08-09</u> <u>Change</u> -% 91.1% -%</p> <p>Roosevelt <u>07-08</u> <u>08-09</u> <u>Change</u> -% 83.5% -%</p> <ul style="list-style-type: none"> there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). <p>Garfield <u>07-08</u> <u>08-09</u> <u>Change</u> -% 30.3% -%</p> <p>Roosevelt <u>07-08</u> <u>08-09</u> <u>Change</u> -% 30.1% -%</p>	At least 90% of parents respond “Strongly agree” or “agree”	Parents	<p>Community School Coordinator will provide workshops and training to parents. Coordinator may provide translation and culturally relevant strategies to increase parental participation in school and at home for the purposes of increasing student academic performance.</p> <p>Collaborate with County Parks and Recreation Project who will provide parent workshops.</p> <p>Coordinate with staffing with community organization (InnerCity Struggle) to ensure that the main office is open, available, and responsive to parents before and after school hours.</p> <p>Instructional materials and assessment data will be provided and used for parent meetings and training.</p>	<p>Community Representative</p> <p>Categorical Program Advisor</p> <p>InnerCity Struggle</p>	<ul style="list-style-type: none"> Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10. 	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

Esteban E. Torres High School

Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																		
<p>18. The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</p> <table><tr><td>Garfield</td><td><u>07-08</u> N/A%</td><td><u>08-09</u> 51.6%</td><td><u>Change</u> -%</td></tr><tr><td>Roosevelt</td><td><u>07-08</u> N/A%</td><td><u>08-09</u> 41.3%</td><td><u>Change</u> -%</td></tr></table>	Garfield	<u>07-08</u> N/A%	<u>08-09</u> 51.6%	<u>Change</u> -%	Roosevelt	<u>07-08</u> N/A%	<u>08-09</u> 41.3%	<u>Change</u> -%	At least 90% of students respond “strongly agree” or agree	All Students	<p>Bienvenidos will provide a full-service health and wellness center on the Torres campus.</p> <p>InnerCity Struggle will organize community-based organizations to create a safe environment</p> <p>Daily advisory periods address students’ needs on an individual basis.</p> <p>County Parks, Bienvenidos, InnerCity Struggle, East LA Classic Theater will provide afterschool enrichment activities.</p>		<ul style="list-style-type: none">● Increased the number of parent partnerships● Increased number of external partnerships to support instructional incentives and parent participation support● Increased clear and accurate, updated communication regarding school policy and procedures, between school and home● Reduce gang activity and bullying	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing																										
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<p>19. Decrease the number of suspensions</p> <p>5 year goals</p> <table><tr><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>469</td><td>448</td><td>428</td><td>408</td><td>388</td><td>368</td><td>348</td></tr></table> <p>Historic Data</p> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>83,542</td><td>75,049</td><td>TBD</td><td>TBD</td></tr></table> <p>Garfield</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>11.3%</td><td>14.3%</td><td>+2.9%</td></tr></table> <p>Roosevelt</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>12.7%</td><td>16.1%</td><td>+3.5%</td></tr></table>	2008	2009	2010	2011	2012	2013	2014	469	448	428	408	388	368	348	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	83,542	75,049	TBD	TBD	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	11.3%	14.3%	+2.9%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	12.7%	16.1%	+3.5%	25%	All Students	<p>InnerCity Struggle will organize social services to meet the needs of struggling students.</p> <p>Daily advisory periods address students’ needs on an individual basis.</p> <p>County Parks, Bienvenidos, InnerCity Struggle, East LA Classic Theater will provide afterschool enrichment activities.</p>		<ul style="list-style-type: none">● Decrease non-mandatory suspension rates at all schools by 25%.● Increase the number of preventive school-wide discipline plans that are effectively implemented● Increased number of enrichment activities after school● Increased parental involvement● Reduce gang activity and bullying	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing
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<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>																																																											
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Esteban E. Torres High School

Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
21. Increase in the number of Title 1 Schools meeting AYP for two consecutive years					<ul style="list-style-type: none"> • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target 		Ongoing
22. Decrease in the number of Title 1 Schools In PI status					<ul style="list-style-type: none"> • Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target 		Ongoing
Increase in the number of QEIA schools meeting annual targets					<ul style="list-style-type: none"> • $\frac{2}{3}$ implementation of Class Size Reduction target • $\frac{2}{3}$ implementation of 300:1 student to counselor ratio. 		Ongoing

**Humanitas Art and Technology Academy,
a Pilot School at Esteban E. Torres High School
Annual Assessment Calendar
GRADE 9**

Note: All standardized tests are provided by ETS. All other assessments are designed by individual teachers and grade-level teams.

Assessment	Frequency						Rationale
Summative	Day	Wk.	Mo.	Quarter	Semester	Annual	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for < 12 mos.
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
Preliminary Scholastic Achievement Test (PSAT)						X	Accelerated 9 th grade students can receive feedback on strengths and weaknesses in preparation for college study and AP classes.
Electronic portfolio				X			Assess student's specific learning style by focusing on a wide array of student work. Particularly helpful in showing progress and engaging students in their own assessment.
Subject-specific essay			X				These essays prepare 9 th -grade students for the rigor of the interdisciplinary essays that begin in 10 th grade. These focus on paragraph development, organization, persuasive and expository writing, and general writing skills.
Simulation				X			Authentic assessment that evaluates content

							mastery and is specifically targeted to linguistic, interpersonal and kinesthetic learners. Simulations allow students to put academic learning into practice in real-world situations such as trials, legislatures, and model United Nations events.
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and print student-published work						X	Authentic assessment that puts students in the role of writer, editor, publisher, and artistic director.
Performance-based assessments			X				Authentic assessment that engages students in creating Internet games, journals, blogs, websites, transmissions, and graphics. Students play a critical role in self evaluation.
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group projects				X			Authentic learning that engages students in both higher-order thinking and collaboration. Each student's strengths are honored as students work together toward a common goal.
End-of-unit examinations				X			Evaluate content mastery
Formative	Day	Wk	Mo.	Quarter	Semester	Annual	Rationale
Shared Inquiry/ Socratic Seminar		X					Authentic learning where students learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor learning process
Reading journals	X						Develop metacognitive skills and learn to self-monitor reading process

Oral presentation				X			Develop oral communication skills
Interactive Notebooks		X					Self-monitor learning and build connections between units
Thinking Maps/Graphic organizers		X					Develop logical thinking patterns and organize information for learning
Math journals	X						Self-monitor learning and build connections between units
Science journals	X						Self-monitor learning and learn to make scientific observations
Quizzes	X						timely monitoring of lesson success & student progress
Student-teacher conferencing			X				Provide interim feedback
Peer conferencing			X				Develop oral communication, build community, provide feedback on work
Self-assessment		X					Develop accountability and self-monitor learning process
Anecdotal teacher records		X					Track progress and identify intervention, re-teaching needs
Lab reports			X				Evaluate content mastery and scientific method
Informal reading inventories		X					Monitor students' progress and identify intervention needs
Class participation	X						Instant monitoring of lesson success & student progress and build oral communication skills

**Humanitas Art and Technology Academy,
a Pilot School at Esteban E. Torres High School
Annual Assessment Calendar
GRADE 10**

Assessment	Frequency						Rationale
	Day	Wk	Mo.	Quarter	Semester	Annual	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for < 12 mos.
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
California High School Exit Exam (CAHSEE)						X	State graduation requirement, tests standards mastery
Preliminary Scholastic Achievement Test (PSAT)						X	Helps determine college readiness
Electronic portfolios				X			Assess student's specific learning style by focusing on a wide array of student work. Particularly helpful in showing progress and engaging students in their own assessment.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.
Subject-specific Essay			X				These essays focus on paragraph development, organization, persuasive and expository writing, and general writing skills.

Simulation				X			Authentic assessment that evaluates content mastery and is specifically targeted to linguistic, interpersonal and kinesthetic learners. Simulations allow students to put academic learning into practice in real-world situations such as trials, legislatures, and model United Nations events.
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and print student-published work						X	Authentic assessment that puts students in the role of writer, editor, publisher, and artistic director.
Performance-based assessments			X				Authentic assessment that engages students in creating Internet games, journals, blogs, websites, transmissions, and graphics. Students play a critical role in self evaluation.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group projects				X			Authentic learning that engages students in both higher-order thinking and collaboration. Each student's strengths are honored as students work together toward a common goal.
End-of-unit examinations				X			Evaluate content mastery
Formative	Day	Wk	Mo.	Quarter	Semester	Annual	Rationale
Shared Inquiry/ Socratic Seminar		X					Authentic learning where students learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn

							to self-monitor learning process
Reading journals	X						Develop metacognitive skills and learn to self-monitor reading process
Oral presentation				X			Develop oral communication skills
Interactive Notebooks		X					Self-monitor learning and build connections between units
Thinking Maps/Graphic organizers		X					Develop logical thinking patterns and organize information for learning
Math journals	X						Self-monitor learning and build connections between units
Science journals	X						Self-monitor learning and learn to make scientific observations
Quizzes	X						timely monitoring of lesson success & student progress
Student-teacher conferencing			X				Provide interim feedback
Peer conferencing			X				Develop oral communication, build community, provide feedback on work
Self-assessment		X					Develop accountability and self-monitor learning process
Anecdotal teacher records		X					Track progress and identify intervention, re-teaching needs
Lab reports			X				Evaluate content mastery and scientific method
Informal reading inventories		X					Monitor students' progress and identify intervention needs
Class participation	X						Instant monitoring of lesson success & student progress and build oral communication skills

**Humanitas Art and Technology Academy,
a Pilot School at Esteban E. Torres High School
Annual Assessment Calendar
GRADE 11**

Assessment	Frequency						Rationale
Summative	Day	Wk	Mo.	Quarter	Semester	Annual	
California Standards Tests						X	Test standards mastery in all content areas, state requirement
California Alternate Performance Assessment (CAPA)						X	Tests standards mastery in all content areas for students with severe cognitive disability
Standards Test in Spanish						X	Tests standards mastery in content areas for students enrolled in U.S. school for < 12 mos.
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
Early Assessment Program (EAP)						X	Assess juniors' college readiness in English and math
California High School Exit Exam (CAHSEE)					X		State graduation requirement, tests standards mastery – students who did not pass in grade 10
Preliminary Scholastic Achievement Test (PSAT)						X	Helps determine college readiness
SAT				X			College application test
ACT				X			College application test
Advanced Placement Exams						X	End of course requirement assesses content mastery
Electronic portfolios				X			Assess student's specific learning style by focusing on a wide array of student work. Particularly helpful in showing progress and engaging students in their own assessment.
Research Paper					X		Evaluate research skills, content mastery, ability to synthesize and analyze information,

							organization, writing skills, MLA formatting, and clarity of thought.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.
Subject-specific Essay			X				These essays focus on paragraph development, organization, persuasive and expository writing, and general writing skills.
Simulation				X			Authentic assessment that evaluates content mastery and is specifically targeted to linguistic, interpersonal and kinesthetic learners. Simulations allow students to put academic learning into practice in real-world situations such as trials, legislatures, and model United Nations events.
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and print student-published work						X	Authentic assessment that puts students in the role of writer, editor, publisher, and artistic director.
Performance-based assessments			X				Authentic assessment that engages students in creating Internet games, journals, blogs, websites, transmissions, and graphics. Students play a critical role in self evaluation.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group projects				X			Authentic learning that engages students in both higher-order thinking and collaboration. Each

							student's strengths are honored as students work together toward a common goal.
End-of-unit examinations				X			Evaluate content mastery
Formative	Day	Wk	Mo.	Quarter	Semester	Annual	Rationale
Shared Inquiry/ Socratic Seminar		X					Authentic learning where students learn how to engage in civil discourse. Students develop oral communication and analytical thinking skills.
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor learning process
Oral presentation				X			Develop oral communication skills
Thinking Maps/Graphic organizers		X					Develop logical thinking patterns and organize information for learning
Math journals	X						Self-monitor learning and build connections between units
Science journals	X						Self-monitor learning and learn to make scientific observations
Quizzes	X						Timely monitoring of lesson success & student progress
Student-teacher conferencing			X				Provide interim feedback
Peer conferencing			X				Develop oral communication, build community, provide feedback on work
Self-assessment		X					Develop accountability and self-monitor learning process
Anecdotal teacher records		X					Track progress and identify intervention, re-teaching needs
Lab reports			X				Evaluate content mastery and scientific method
Informal reading inventories		X					Monitor students' progress and identify intervention needs
Class participation	X						Instant monitoring of lesson success & student progress and build oral communication skills

**Humanitas Art and Technology Academy,
a Pilot School at Esteban E. Torres High School
Annual Assessment Calendar
GRADE 12**

Assesment	Frequency						Rationale
	Day	Wk	Mo.	Quarter	Semester	Annual	
Community-based Final Assessment					X		As a student in the Torres Community School, all students will meet this additional graduation requirement. Students will select two areas of mastery: One from the arts and one from the sciences. Students will present these projects to a panel of community members which is comprised of business, academic, and civic leaders.
California English Development Test (CELDT)						X	Assess students' English proficiency for redesignation
California High School Exit Exam (CAHSEE) Make up				X			State graduation requirement, tests standards mastery – for students who did not pass earlier
SAT				X			College application test
ACT				X			College application test
Advanced Placement Exams						X	End of course requirement assesses content mastery
Electronic portfolios				X			Assess student's specific learning style by focusing on a wide array of student work. Particularly helpful in showing progress and engaging students in their own assessment.
Research Paper					X		Evaluate research skills, content mastery, ability to synthesize and analyze information, organization, writing skills, MLA formatting,

							and clarity of thought.
Interdisciplinary Essay				X			Rigorous writing assessment that evaluates a student's ability to synthesize content from several subject areas. Emphasis is also placed on student's ability to evaluate the content in relation to contemporary issues.
Subject-specific Essay			X				These essays focus on paragraph development, organization, persuasive and expository writing, and general writing skills.
Simulation				X			Authentic assessment that evaluates content mastery and is specifically targeted to linguistic, interpersonal and kinesthetic learners. Simulations allow students to put academic learning into practice in real-world situations such as trials, legislatures, and model United Nations events.
Oral Presentation					X		Evaluate speaking skills and content mastery
Electronic and print student-published work						X	Authentic assessment that puts students in the role of writer, editor, publisher, and artistic director.
Performance-based assessments			X				Authentic assessment that engages students in creating Internet games, journals, blogs, websites, transmissions, and graphics. Students play a critical role in self evaluation.
Debates				X			Evaluate content mastery, ability to a position and support it, and oral communication
Experiments			X				Authentic assessment that evaluates understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists.
Group projects				X			Authentic learning that engages students in both higher-order thinking and collaboration. Each student's strengths are honored as students

							work together toward a common goal.
End-of-unit examinations				X			Evaluate content mastery
Formative	Day	Wk	Mo.	Quarter	Semester	Annual	Rationale
Shared Inquiry/ Socratic Seminar		X					Develop oral communication and analytical thinking skills
Timed-writes		X					Demonstrate writing proficiency and content mastery
Reflections		X					Make personal connections to content and learn to self-monitor learning process
Oral presentation				X			Develop oral communication skills
Thinking Maps/Graphic organizers		X					Develop logical thinking patterns and organize information for learning
Math journals	X						Self-monitor learning and build connections between units
Science journals	X						Self-monitor learning and learn to make scientific observations
Quizzes	X						timely monitoring of lesson success & student progress
Student-teacher conferencing			X				Provide interim feedback
Peer conferencing			X				Develop oral communication, build community, provide feedback on work
Self-assessment		X					Develop accountability and self-monitor learning process
Anecdotal teacher records		X					Track progress and identify intervention, re-teaching needs
Lab reports			X				Evaluate content mastery and scientific method
Informal reading inventories		X					Monitor students' progress and identify intervention needs
Class participation	X						Instant monitoring of lesson success & student progress and build oral communication skills

Professional Development Calendar Humanitas Academy of Art and Technology at Esteban E. Torres High School

Month	Professional Development Activity	Hours
Aug. & Sept.	Teacher In-service 10 days <ul style="list-style-type: none"> Schoolwide Learning Plan (SLP) Development Develop Schoolwide Positive Behavior System Teacher Independent Learning Plan Development (ILP) Secondary Literacy Strategies Advisory/College Readiness Bootcamp 	60 hours
Sept	Weekly Thursday teacher planning <ul style="list-style-type: none"> Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by Subject/grade level teams meet once a month to focus on assessments Whole school will meet once a month to focus on secondary literacy 	6 hours
Oct	Weekly Thursday teacher planning <ul style="list-style-type: none"> Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by Subject/grade level teams meet once a month to focus on assessments Whole school will meet once a month to focus on secondary literacy 	6 hours
Nov	Weekly Thursday teacher planning (6 hours per month) <ul style="list-style-type: none"> Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by Subject/grade level teams meet once a month to focus on assessments Whole school will meet once a month to focus on secondary literacy 	4.5 hours
Dec	Weekly Thursday teacher planning <ul style="list-style-type: none"> Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by Subject/grade level teams meet once a month to focus on assessments Whole school will meet once a month to focus on secondary literacy 	4.5 hours
Jan	Teacher In-service 2 Days <ul style="list-style-type: none"> Focus on student work protocol and using writing in the content areas Review effectiveness of school discipline policies Weekly Thursday teacher planning <ul style="list-style-type: none"> Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by Subject/grade level teams meet once a month to focus on assessments Whole school will meet once a month to focus on secondary 	12 hours 6 hours

Appendix 5c

Month	Professional Development Activity	Hours
	literacy	
Feb	Weekly Thursday teacher planning <ul style="list-style-type: none"> ○ Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by ○ Subject/grade level teams meet once a month to focus on assessments ○ Whole school will meet once a month to focus on secondary literacy 	6 hours
March	Weekly Thursday teacher planning <ul style="list-style-type: none"> ○ Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by ○ Subject/grade level teams meet once a month to focus on assessments ○ Whole school will meet once a month to focus on secondary literacy 	4.5 hours
April	Weekly Thursday teacher planning <ul style="list-style-type: none"> ○ Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by ○ Subject/grade level teams meet once a month to focus on assessments ○ Whole school will meet once a month to focus on secondary literacy 	6 hours
May	Weekly Thursday teacher planning <ul style="list-style-type: none"> ○ Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by ○ Subject/grade level teams meet once a month to focus on assessments ○ Whole school will meet once a month to focus on secondary literacy 	6 hours
June	Weekly Thursday teacher planning <ul style="list-style-type: none"> ○ Interdisciplinary Team PLCs meet twice a month to study/investigate topics identified by ○ Subject/grade level teams meet once a month to focus on assessments ○ Whole school will meet once a month to focus on secondary literacy Teacher In-service 3 Days <ul style="list-style-type: none"> ○ School Self-Study ○ Interdisciplinary Team PLC year-end debrief and goal-setting ○ Analyze data and effectiveness of the school discipline policies, revise as needed 	4.5 hours 18 hours
	TOTAL HOURS	144

TEACHER GOAL(S) FOR PERSONAL GROWTH FOR SCHOOL YEAR: _____

Directions: Please review the domains of professional teaching standards. Check the box in the area(s) you would like to work on or grow in. Write the goal(s) you would like to achieve this school year and sign. Please keep this in your personal Professional Growth file to review and refer to for the Professional Teaching Standards Self-Evaluation later on in the year. *(You can also refer to the Professional Standards Questions in the charter.)*

California Professional Teaching Standards

Domain 1: Organizing & Managing the Classroom/Creating a Positive Learning Environment

- ☐ Organizing the physical environment
- ☐ Planning, posting, and implementing classroom procedures and routines
- ☐ Establishing, posting, and maintaining standards for student behavior
- ☐ Establishing a climate that promotes fairness and respect (i.e. using H.E.P. materials)
- ☐ Promoting a social development and group responsibility

Domain 2: Planning and Designing Innovative Instruction

- ☐ Establishing and articulating goals for student learning
- ☐ Demonstrating understanding of students' development learning needs
- ☐ Using knowledge of students' backgrounds and experiences to plan instruction
- ☐ Valuing and drawing upon student diversity in planning instruction
- ☐ Developing and sequencing instructional activities and materials for students' learning
- ☐ Modifying instructional plans to adjust for student learning
- ☐ Using instructional time effectively

Domain 3: Delivering Instruction to All Students

- ☐ Making learning goals and instructional procedures clear to all students
- ☐ Making content and process comprehensible and meaningful to all students
- ☐ Identifying and addressing multiple backgrounds of all learners
- ☐ Encouraging students to extend their thinking
- ☐ Fostering self-directed learning
- ☐ Guiding and coaching students toward powerful learning experiences
- ☐ Using a variety of instructional techniques such as whole group, cooperative learning, learning centers, and individual instruction

Domain 4: Demonstrating Subject Matter Knowledge

- ☐ Demonstrating knowledge of subject matter content
- ☐ Demonstrating understanding of key subject matter concepts and their interrelationships for students
- ☐ Using materials, resources, and technologies to make subject matter accessible to students (hands-on)
- ☐ Engaging students in learning experiences to increase understanding of content that is process oriented
- ☐ Integrating ideas and information through thematic instruction

Domain 5: Assess Student Learning

- ☐ Establishing appropriate learning expectations for all students
- ☐ Collecting and using multiple sources of information about students and their work
- ☐ Involving students in assessing their own work
- ☐ Communicating with students, parents, and other audiences about student progress
- ☐ Using the results of assessments to plan for future instruction

Domain 6: Participating as Members of a Learning Community

- ☐ Reflecting on teaching and learning
- ☐ Involving families and community members in student learning
- ☐ Working with colleagues to improve teaching and learning
- ☐ Planning and implementing curriculum within the family structure
- ☐ Actively pursuing opportunities to contribute and grow professionally
- ☐ Participating in school-wide activities (i.e. Multi-cultural Fair, Social and Community Ethics and Values program, Service Learning Program)

The goal(s) I will work towards achieving this school year is/are:

Signature: _____

Print Name: _____ Date: _____

(Please keep this goal sheet in your personal Professional Growth File.)

SCHOOL LEADER GOAL(S) FOR PERSONAL GROWTH FOR SCHOOL YEAR: _____

Directions: Please review the professional standards for educational leaders. Check the box in the area(s) you would like to work on or grow in. Write the goal(s) you would like to achieve this school year and sign. Please keep this in your personal Professional Growth file to review and refer to for the Professional Standards for Educational Leaders Survey later on in the year.

California Professional Standards for Educational Leaders

A school administrator is an educational leader who promotes the success of all students by:

Standard 1: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- ☐ Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators
- ☐ Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system
- ☐ Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students
- ☐ Identify and address any barriers accomplishing the vision
- ☐ Shape school programs, plans, and activities to assure integration, articulation, and consistency with the vision
- ☐ Use the influence of diversity to improve teaching and learning

Standard 2 – Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- ☐ Create an accountability system of teaching and learning based on student learning standards
- ☐ Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students
- ☐ Shape a culture where high expectations for all students and all subgroup of students is the core purpose
- ☐ Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards
- ☐ Promote equity, fairness, and respect among all members of the school community
- ☐ Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility
- ☐ Facilitate the use of the appropriate learning materials and learning strategies

Standard 3 – Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- ☐ Monitor and evaluate the programs and staff at the site
- ☐ Establish school structures, patterns and processes that support student learning
- ☐ Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff
- ☐ Align fiscal, human, and material resources to support the learning of all students and all groups of students
- ☐ Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff
- ☐ Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively
- ☐ Utilize effective and nurturing practices in establishing student behavior management systems

Standard 4 – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- ☐ Incorporate information about family and community expectations into school decision-making and activities
- ☐ Recognize the goals and aspirations of diverse family and community groups
- ☐ Treat diverse community stakeholder groups with fairness and with respect
- ☐ Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services
- ☐ Strengthen the school through the establishment of community, business, institutional, and civic partnerships
- ☐ Communicate information about the school on a regular predictable basis through a variety of media and modes

Standard 5 – Modeling a personal code of ethics and developing a professional leadership capacity.

- ☐ Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation
- ☐ Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others
- ☐ Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity
- ☐ Reflect on personal leadership practices and recognize their impact and influence on the performance of others
- ☐ Encourage and inspire others to higher levels of performance, commitment and motivation
- ☐ Sustain personal motivation, commitment, energy and health by balancing personal and professional responsibilities
- ☐ Engage in professional and personal development

- ☐ Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades
- ☐ Use the influence of the office to enhance the educational program rather than the personal gain
- ☐ Protect the rights and confidentiality of students and staff

Standard 6 – Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- ☐ View oneself as a leader of a team and also a member of a larger team
- ☐ Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations, and statutory requirements
- ☐ Generate support for the school by two-way communication with key decision-makers in the school community
- ☐ Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning
- ☐ Influence and support public policies that ensure the equitable distribution of resources, and support for all subgroups of students
- ☐ Open the school to the public and welcome and facilitate constructive conversations about how to improve students learning and achievement

The goal(s) I will work towards achieving this school year is/are:

Signature: _____

Print Name: _____ Date: _____

(Please keep this goal sheet in your personal Professional Growth File.)

Professional Teaching Standards Self-Evaluation

Teacher Name: _____ Date: _____

Directions: To what extent do you typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the score box to the right. Find the total in each domain. You may write down notes and goals on the side. *Please turn in to the Principal when complete.*

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

Domain 1: Organizing & Managing the Classroom/Creating a Positive Learning Environment

	Score	Notes / Goals
Organizing the physical environment		
Planning, posting, and implementing classroom procedures and routines		
Establishing, posting, and maintaining standards for student behavior		
Establishing a climate that promotes fairness and respect (i.e. using H.E.P. materials)		
Promoting a social development and group responsibility		
Total Score:		

Domain 2: Planning and Designing Innovative Instruction

	Score	Notes / Goals
Establishing and articulating goals for student learning		
Demonstrating understanding of students' development learning needs		
Using knowledge of students' backgrounds and experiences to plan instruction		
Valuing and drawing upon student diversity in planning instruction		
Developing and sequencing instructional activities and materials for students' learning		
Modifying instructional plans to adjust for student learning		
Using instructional time effectively		
Total Score:		

Domain 3: Delivering Instruction to All Students

	Score	Notes / Goals
Making learning goals and instructional procedures clear to all students		
Making content and process comprehensible and meaningful to all students		
Identifying and addressing multiple backgrounds of all learners		
Encouraging students to extend their thinking		
Fostering self-directed learning		
Guiding and coaching students toward powerful learning experiences		
Using a variety of instructional techniques such as whole group, cooperative learning, learning centers, and individual instruction		
Total Score:		

Domain 4: Demonstrating Subject Matter Knowledge

	Score	Notes / Goals
Demonstrating knowledge of subject matter content		
Demonstrating understanding of key subject matter concepts and their interrelationships for students		
Using materials, resources, and technologies to make subject matter accessible to students (hands-on)		
Engaging students in learning experiences to increase understanding of content that is process oriented		
Integrating ideas and information through thematic instruction		
Total Score:		

Domain 5: Assess Student Learning

	Score	Notes / Goals
Establishing appropriate learning expectations for all students		
Collecting and using multiple sources of information about students and their work		
Involving students in assessing their own work		
Communicating with students, parents, and other audiences about student progress		
Using the results of assessments to plan for future instruction		
Total Score:		

Domain 6: Participating as Members of a Learning Community

	Score	Notes / Goals
Reflecting on teaching and learning		
Involving families and community members in student learning		
Working with colleagues to improve teaching and learning		
Planning and implementing curriculum within the family structure		
Actively pursuing opportunities to contribute and grow professionally		
Participating in school-wide activities (i.e. Multi-cultural Fair, Auction, Back-to-School Picnic, Halloween Hoot)		
Total Score:		

Teacher Self-Evaluation Summary Sheet

Name: _____

Directions: Write the total for each domain and divide to get your average. Which domain is your weakest? Which domain is your strongest? How will you use this to grow as a teacher? What new goal(s) will you set for yourself for the rest of the school year?

	Total ÷ Divisor = Domain Average
<i>Domain 1: Organizing & Managing the Classroom/Creating a Positive Learning Environment</i>	_____ ÷ 5 = _____
<i>Domain 2: Planning and Designing Innovative Instruction</i>	_____ ÷ 7 = _____
<i>Domain 3: Delivering Instruction to All Students</i>	_____ ÷ 7 = _____
<i>Domain 4: Demonstrating Subject Matter Knowledge</i>	_____ ÷ 5 = _____
<i>Domain 5: Assess Student Learning</i>	_____ ÷ 5 = _____
<i>Domain 6: Participating as Members of a Learning Community</i>	_____ ÷ 6 = _____

New Goal(s):

Evaluation:

Check one:

- I am ☐ a new Westwood teacher (1-2 years). My evaluation this year will be by a school leader.
☐ an experienced Westwood teacher (3+ years).
☐ It is a non-evaluation year for me.
☐ It is an evaluation year for me. The description of my evaluation choice is below. I am aware that this goal must be met by the end of the school year.

Signature: _____

Date: _____

California Professional Teaching Standards

Our commitment is to initiate and carry through the goals and objectives of Westwood Charter School through these Professional Standards.

Domain 1: Organizing & Managing the Classroom/Creating a Positive Learning Environment

- Organizing the physical environment
- Planning, posting, and implementing classroom procedures and routines
- Establishing, posting, and maintaining standards for student behavior
- Establishing a climate that promotes fairness and respect (i.e. using H.E.P. materials)
- Promoting a social development and group responsibility

Domain 2: Planning and Designing Innovative Instruction

- Establishing and articulating goals for student learning
- Demonstrating understanding of students' development learning needs
- Using knowledge of students' backgrounds and experiences to plan instruction
- Valuing and drawing upon student diversity in planning instruction
- Developing and sequencing instructional activities and materials for students' learning
- Modifying instructional plans to adjust for student learning
- Using instructional time effectively

Domain 3: Delivering Instruction to All Students

- Making learning goals and instructional procedures clear to all students
- Making content and process comprehensible and meaningful to all students
- Identifying and addressing multiple backgrounds of all learners
- Encouraging students to extend their thinking
- Fostering self-directed learning
- Guiding and coaching students toward powerful learning experiences
- Using a variety of instructional techniques such as whole group, cooperative learning, learning centers, and individual instruction

Domain 4: Demonstrating Subject Matter Knowledge

- Demonstrating knowledge of subject matter content
- Demonstrating understanding of key subject matter concepts and their interrelationships for students
- Using materials, resources, and technologies to make subject matter accessible to students (hands-on)
- Engaging students in learning experiences to increase understanding of content that is process oriented
- Integrating ideas and information through thematic instruction

Domain 5: Assess Student Learning

- Establishing appropriate learning expectations for all students
- Collecting and using multiple sources of information about students and their work
- Involving students in assessing their own work
- Communicating with students, parents, and other audiences about student progress
- Using the results of assessments to plan for future instruction

Domain 6: Participating as Members of a Learning Community

- Reflecting on teaching and learning
- Involving families and community members in student learning
- Working with colleagues to improve teaching and learning
- Planning and implementing curriculum within the family structure
- Actively pursuing opportunities to contribute and grow professionally
- Participating in school-wide activities

Coaching Cycle

1. Pre-Conference

Purposes:

- ☐ To establish the context for the lesson
- ☐ To clarify the teacher's goal for the lesson
- ☐ To identify and describe the strategies and approaches the teacher will use
- ☐ To identify evidences of success
- ☐ To determine an area of professional interest for the purpose of this observation
- ☐ To define a specific focus for data gathering
- ☐ To identify the partner's role and the tools for data gathering

2. Observation

Purpose:

- ☐ To gather desired information for teacher

3. Post-Conference

Purposes:

- ☐ To recall the lesson
- ☐ To compare what actually happened with that was desired
- ☐ To refocus an area of professional interest
- ☐ To reflect upon evidence
- ☐ To draw cause and effect relationships between teacher behaviors and student learning
- ☐ To consider implications for teaching
- ☐ To consider possible improvements or new strategies
- ☐ To develop insight into coaching process

Pre-Conference Questions

Question	Purpose
1. What will you be doing in this lesson? (Where are you now?)	<i>To establish the context for the lesson</i>
2. What are your goals for your students? (Where do you want to go?)	<i>To clarify the teacher's goal for the lesson</i>
3. What exactly will you and your students be doing in your lesson? (How will you get there?)	<i>To identify and describe the strategies and approaches the teacher will use</i>
4. How will you know if your lesson is successful? (How will you know when you've arrived?)	<i>To identify evidences of success</i>
5. What are you curious about with regards to this particular lesson? (What do you want to learn/find out?)	<i>To determine an area of professional interest for the purpose of this observation</i>
6. What, specifically, would you like me to observe for? (What do you need to know in order to find out about it?)	<i>To define a specific focus for data gathering</i>
7. How can I best gather information for you? (How do you want the data recorded? Where would you like me to place myself?) (How can I help you learn it?)	<i>To identify the partner's role and the tools for data gathering</i>

Santa Cruz New Teacher Project/BTSA

Baron, Cauchi, Gless, Moir, Stobbe

August 1995

(Adapted from the work of Arthur L. Costa and Robert J. Garmston)

Post-Conference Questions

Question	Purpose
1. How do you think the lesson went?	<i>To recall the lesson</i>
2. Did the lesson go as you had planned?	<i>To compare what actually happened with that was desired</i>
3. Would you like to see the data I gathered?	<i>To refocus an area of professional interest</i>
4. How does this data match your expectations or surprise you?	<i>To reflect upon evidence</i>
5. How do you think the _____ might have affected the _____?	<i>To draw cause and effect relationships between teacher behaviors and student learning</i>
6. How does this data help you as a teacher?	<i>To consider implications for teaching</i>
7. If you were to reteach this lesson, is there anything you would do differently?	<i>To consider possible improvements or new strategies</i>
8. Is there anything we should consider changing when we work together again?	<i>To develop insight into coaching process</i>

Santa Cruz New Teacher Project/BTSA

Baron, Cauchi, Gless, Moir, Stobbe

August 1995

(Adapted from the work of Arthur L. Costa and Robert J. Garmston)

Coaching-Collegial Conversation Skills

To support effective communication that promotes professional growth please consider:

- Communication skills are acquired more than they are in-born.
- The meaning people get from you comes less from what you say than from how you say it.
- Whenever two people are in each other's presence, communication inevitably occurs.
- 87% of the information stored in people's minds entered their body through their eyes.
- Communication is a complex, ongoing dynamic and changing process.

Build a Trusting and Reflective Environment by:

- Using non-judgmental responses (avoid criticism or praise)
- Acknowledging ideas and feelings
- Using statements and questions that are open-ended and assume the positive intentions of the speaker
- Listening
 - Listen to truly want to hear what the speaker has to say to support his/her own best thinking
 - Listen knowing that the speaker is separate from yourself with alternative ways of seeing the world
 - Listen trusting that the speaker has the capacity to handle, work through, and find solutions to his/her own problems

Paraphrase and Ask Clarifying Questions to Fully Understand the Speaker's Thinking:

Paraphrasing Stems:

- What I hear you saying is...
- So, if I understand you correctly...
- Then you're thinking that...

Clarifying Stems:

- Please tell me a little more about...
- Help me understand... (that idea..., what you mean when..., what you're saying here...)
- It'd help me understand if you'd give me an example of...
- Tell me what you mean when you...
- To what extent...?
- So, are you suggesting/saying...?
- I'm curious about...

Ask Questions to Promote Thinking

- What might you see happening in your classroom if...?
- What do you think would happen if...?
- What seems to be effecting...?
- How might it look if... were changed in some way?
- How might it seem from... (any other point of view? –students?, parents?, other teachers?, etc.)

Adapted from Santa Cruz New Teacher Project/BTSA 1995, Turnbull & Turnbull 1986, Sussman, 1988

Observation

The intent of observation is to gather information about your class/work to support success for teachers and students. At the pre-conference the partners OR school leader and certificated staff member use coaching/collegial conversational skills to assist in thoroughly thinking through the planning for the lesson. Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how the information will be recorded (where to stand, what students to focus on, what student/teacher behaviors to record by using a code or tally, writing what people say, i.e. questions and responses, etc.).

Partners/school leaders enter classrooms or work areas as research assistants for the person they are observing. They are gathering "data" that the person needs to learn in order to move forward in her/his Area of Investigation. What is observed for is personal to each Area of Investigation. The observation tools that you design together may be very specific or more broad in scope depending on the focus of the inquiry. Create the observation tools that will give you the information you need.

Please Note: School leaders and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as school leaders observe in classrooms or work settings they have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Area of Investigation. In addition, school leaders always have the right and responsibility to observe classrooms or work settings at any time.

Following are 3 examples of generic observation tools to gather specific information:

1. *Selected Verbatim Scripting* (In Selected Verbatim Scripting you don't need to write everything down that is said. Selected Scripting is used to capture specific language and its effects on student behavior. The box below shows what questions the teacher used because s/he wanted to analyze how s/he was supporting higher order thinking through questioning. In a column next to the questions you might tally or script how many students have raised hands, where are they in the room, what level higher order thinking or problem solving, etc. did the students respond with and so on. Selected Verbatim Scripting focuses on topics and the relationships between what teachers say/do and what students say/do.)

TEACHER QUESTIONS

STUDENT BEHAVIORS

1. Think about the dogs that you have been around.
How are those dogs different than Alaskan sled dogs?
2. What do you think contributes to their differences?
3. Thinking about all we are learning about Alaska, why...

2. *Seating Chart* (The seating chart is useful in many different ways – identifying student participation in teacher lead discussions, at task behavior in independent groups, levels of student response by group/gender/etc., frequency and location of specific student behaviors you are trying to develop, such as problem solving, cooperation, listening, questioning, and so on. A seating chart can be useful in finding out movement and interaction patterns of students with other students and teachers with students. A legend clarifying what it is you are looking for (A = At task, TA = Talking on task, TO = Talking off task, etc.) is helpful when using a seating chart, along with student names and times. Tallies or other codes, such as arrows to show who is talking to who can also be used effectively with seating charts.)

3. *Tally for Teacher and Student Behaviors*

Simply making a list of teacher behaviors, keeping a tally of occurrence and recording what effect that behavior has on students can provide useful data for analysis.

Professional Standards for Educational Leaders Survey

(For Principal - Teacher Feedback)

Directions: To what extent does he/she typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the score box. If you give a score of 6 or lower, please provide constructive feedback in the comment section. If you did not have the opportunity to observe the particular behavior, please give a score of 0 for "No Opportunity to Observe."

0	1	2	3	4	5	6	7	8	9	10
No Opportunity to Observe	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

Principal Job Purpose: The principal is committed to initiate and carry through the goals and objectives of Westwood Charter School. He/she will support the Professional Standards adopted for teachers, in relationship to the school as a whole.

Principal Support Criteria	Score	Positive Comment / Constructive Feedback
<ul style="list-style-type: none"> This Principal organizes and manages the school and creates a positive learning environment. 		
<ul style="list-style-type: none"> This Principal facilitates the planning and designing of innovative instruction (in family meetings, professional development). 		
<ul style="list-style-type: none"> This Principal supervises the delivery of instruction to all students (discussions, observation, classroom visits). 		
<ul style="list-style-type: none"> This Principal enhances subject matter knowledge through in-service classes, demonstrations, conference availability and provides necessary materials. 		
<ul style="list-style-type: none"> This Principal assesses student learning (i.e. on the yard, in office, discussion w/teacher, PIP, SST, visibility on campus, questioning students in classroom, etc.) 		
<p>This Principal participates as a member of the learning community.</p>		

0
No
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Rarely

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Seldom

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While

5
Occasionally

6
Sometimes

7
Fairly Often

8
Usually

9
Very
Frequently

10
Almost
Always

Principal Effectiveness Criteria	Score	Positive Comment / Constructive Feedback
<ul style="list-style-type: none"> Communication: This Principal expresses ideas clearly and communicates verbally and in written context in an effective manner. 		
<ul style="list-style-type: none"> Decision-making: This Principal uses reasonable judgment on an issue under consideration resulting in a positive conclusion or solution. 		
<ul style="list-style-type: none"> Fairness-objectivity: This Principal directs and manages in a manner which is uninfluenced by emotion, surmise or personal opinion. 		
<ul style="list-style-type: none"> Judgment: This Principal is able to develop alternative courses of action and make decisions which reflect factual information, are based on logical assumptions, and take organization resources into consideration. 		
<ul style="list-style-type: none"> Problem-solving: This Principal demonstrates ingenuity and/or creativity in solving problems or working towards results. The extent to which the administrator deals well with unexpected issues and problems. 		
<ul style="list-style-type: none"> Follow-up and responsiveness: This Principal responds, initiates, changes or sets new priorities, and communicates the same to all involved, to insure all tasks and projects are seen through to completion. 		

0	1	2	3	4	5	6	7	8	9	10
No Opportunity to Observe	Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

Principal Effectiveness Criteria	Score	Positive Comment / Constructive Feedback
<ul style="list-style-type: none"> Leadership: This Principal leads in a positive manner, demonstrates integrity, sense of purpose and fosters team work and positive morale. 		
<ul style="list-style-type: none"> Coaching: This Principal supports, trains, encourages and mentors staff. The administrator encourages others to seek information in and outside of the district for career development. 		
<ul style="list-style-type: none"> Planning and Organizational Skills: This Principal establishes a course of action for self and staff to accomplish the objectives of Westwood Charter School, setting realistic target dates. The administrator facilitates regular staff meetings and sets goals and time frames in which to accomplish tasks. 		
<ul style="list-style-type: none"> Self-Improvement/Development: This Principal takes self initiative and self-responsibility to improve, grow, work on weaknesses and develop career. 		
<ul style="list-style-type: none"> Flexibility / Adaptability: This Principal can adapt to change, undergo change or fit to a new, temporary or special situation. 		

Professional Standards for Educational Leaders Survey

(For Principal – Self Evaluation)

Directions: To what extent does he/she typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the score box. If you give a score of 6 or lower, please provide constructive feedback in the comment section. If you did not have the opportunity to observe the particular behavior, please give a score of 0 for “No Opportunity to Observe.”

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<ul style="list-style-type: none"> This Principal supervises the delivery of instruction to all students (discussions, observation, classroom visits). 		
<ul style="list-style-type: none"> This Principal enhances subject matter knowledge through in-service classes, demonstrations, conference availability and provides necessary materials. 		
<ul style="list-style-type: none"> This Principal assesses student learning (i.e. on the yard, in office, discussion w/teacher, PIP, SST, visibility on campus, questioning students in classroom, etc.) 		
<ul style="list-style-type: none"> This Principal participates as a member of the learning community. 		

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Principal Effectiveness Criteria	Score	Positive Comment / Constructive Feedback
<ul style="list-style-type: none"> Communication: This Principal expresses ideas clearly and communicates verbally and in written context in an effective manner. 		
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<ul style="list-style-type: none"> Fairness-objectivity: This Principal directs and manages in a manner which is uninfluenced by emotion, surmise or personal opinion. 		
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<ul style="list-style-type: none"> Problem-solving: This Principal demonstrates ingenuity and/or creativity in solving problems or working towards results. The extent to which the administrator deals well with unexpected issues and problems. 		
<ul style="list-style-type: none"> Follow-up and responsiveness: This Principal responds, initiates, changes or sets new priorities, and communicates the same to all involved, to insure all tasks and projects are seen through to completion. 		

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<ul style="list-style-type: none"> Flexibility / Adaptability: This Principal can adapt to change, undergo change or fit to a new, temporary or special situation. 		

Leadership Practices Inventory

(For Principal)

Directions: To what extent does he/she typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the score box.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

Leadership Criteria	Score
1. This leader seeks out challenging opportunities that test her/his skills and abilities.	
2. This leader talks about future trends that will influence how our work gets done.	
3. This leader develops cooperative relationships among the people she/he works with.	
4. This leader sets a personal example of what he/she expects from others.	
5. This leader praises people for a job well done.	
6. This leader challenges people to try out new and innovative approaches to their work.	
7. This leader describes a compelling image of what our future could be like.	
8. This leader actively listens to diverse points of view.	
9. This leader spends time and energy on making certain that the people she/he works with adhere to the principles and standards we have agreed upon.	
10. This leader makes it a point to let people know about his/her confidence in their abilities.	
11. This leader searches outside the formal boundaries of her/his organization for innovative ways to improve what we do.	
12. This leader appeals to others to share an exciting dream of the future.	
13. This leader treats others with dignity and respect.	
14. This leader follows through on the promises and commitments that he/she makes.	
Leadership Criteria	Score

15. This leader makes sure that people are creatively rewarded for their contributions to the success of our projects.	
16. This leader asks "What can we learn?" when things do not go as expected.	
17. This leader shows others how their long-term interests can be realized by enlisting in a common vision.	
18. This leader supports the decisions that people make on their own.	
19. This leader is clear about her/his philosophy of leadership.	
20. This leader publicly recognizes people who exemplify commitment to shared values.	
21. This leader experiments and takes risks even when there is a chance of failure.	
22. This leader is contagiously enthusiastic and positive about future possibilities.	
23. This leader gives people a great deal of freedom and choice in deciding how to do their work.	
24. This leader makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	
25. This leader finds ways to celebrate accomplishments.	
26. This leader takes the initiative to overcome obstacles even when outcomes are uncertain.	
27. This leader speaks with genuine conviction about the higher meaning and purpose of our work.	
28. This leader ensures that people grow in their jobs by learning new skills and developing themselves.	
29. This leader makes progress toward goals one step at a time.	
30. This leader gives the members of the team lots of appreciation and support for their contributions.	

If you would like to add positive comments or constructive feedback, please write them on another sheet and attach it behind this form. If you would like to maintain confidentiality, please type the comments out.

7. Serving Specialized Populations Humanitas Academy of Art and Technology at Esteban E. Torres High School

a. Specialized Instruction:

The academy will serve specialized populations of students through Response to Intervention (RTI), a systematic program of phased in strategies that are preventative and serve individual student needs with a multi-level response for students at risk – those not meeting grade level standards and those with learning disabilities. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (<http://floridarti.usf.edu/>). The plans that the academy will put in place will ensure RTI among Students with Disabilities, English Learners, and other at-risk students by adhering to the following guidelines:

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff.
- Fully integrate school-based Mental Health professionals into the planning and coordination of instructional services for students with disabilities, EL, SEL, and other at-risk students.
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.

The academy will also take every measure to personalize the learning experience of each student with special needs, through a focus on art and technology, and through building on the strengths and responding to the needs of each student with the development of an Individual Learning Plans (ILP). For all students, the academy will be a place where they are known well by a common set of adults who will track their progress and support their transitions within high school and beyond. As part of this process, teachers will ensure that each student has mastered a set of competencies relevant to their needs and the Expected Schoolwide Learning Results of the academy before they can proceed to the next level. The instructional program will be organized to accommodate key transitions and needs in the high school careers of its students. The goals of the academy are:

- to support high expectations for academic and career achievement
- to promote critical thinking in their roles as students and citizens
- to support students' social and emotional development
- to build a strong, civil and collaborative community of parents, students and teachers
- to develop lifelong learners who are adept at the technological skills necessary to become actively engaged, thinking citizens of the 21st century

Homeless students: Faculty and staff will support homeless students and their families by helping them to connect to the community organizations and public agencies that provide programs that address their needs, including partners in the Torres Community School Collaborative. Students will benefit from the school's philosophy of teaching the whole child,

with close monitoring from their grade-level team of teachers, access to the on-campus physical and mental health services through the Bienvenidos Community Clinic and academic intervention programs. The student's advisory teacher will coordinate the efforts to develop an action plan that outlines how to best serve the student and his or her family. Based upon the needs of the student and family, this group will coordinate services to provide necessities such as housing, food vouchers, clothing, as well as academic necessities such as tutoring, instructional differentiation, and a coordinated approach to ensure that the student has access to all necessary resources. Teachers and other site personnel will ensure that students are part of the free lunch program and are making use of the Bienvenidos Community Clinic for both physical and emotional wellness. Students will be encouraged to participate in a wide array of extracurricular activities to further develop their sense of belonging. For our students who have uncertain housing, a temporary address or no permanent physical address we are able to get resources to provide transportation (tokens and bus stamps), clothing vouchers (\$50), school supplies (backpack, notebook, paper, calculator, hygiene products, etc.), tutoring services, and other programs. Students must fill out the SRQ (Student Residency Questionnaire) in order to be provided with these resources. The SRQ form can be found in every enrollment packet in the school office.

GATE students: Intellectually gifted or high ability students and students with other talents are at risk for school failure or the failure to achieve their full potential, despite their gifts and talents, if their educational, social and guidance needs are not met at school. The usual risk factors for students with low socio-economic status in impacted urban neighborhoods affect GATE students, as well. Specific strategies, services and programs to address these students' special needs are discussed in Sections 2.c, d and e.

i. Special education process

The academy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: *Special Teaching for Special Children?*. Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)

The Special Education Process will be implemented to determine whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of process are:

Step 1: Referral for Assessment An Academy student may be referred for assessment for services by a parent or guardian, a teacher, or other school personnel and community members. A written response will be mailed home within fifteen days from Local District 5. When it is determined by the district that an assessment is appropriate, the Assessment Plan will be mailed home requiring a parent's signature which means they are giving their consent for the assessment process to take place.

Step 2: The Assessment: The assessment involves gathering information about the student to determine whether he or she has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. When the student is assessed, these guidelines are followed:

- Each student is assessed after receipt of the signed Assessment Plan.
- All areas relating to the student's probable disability are assessed (academics, physical capabilities, health, etc.).
- The Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- The assessment will include a variety of suitable tests to measure the student's strengths and needs or challenges. Individuals administering these tests are qualified and trained to do so.
- The assessment is adapted or suited to students with impaired sensory, physical or speaking skills.
- A multi-disciplinary team, including at least one general education teacher and a specialist such as the school psychologist who possesses knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed.
- Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory.

Step 3: Development and Implementation of an IEP: After the student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for both the parent and the school's representatives. At this meeting, the IEP team discusses the assessment results and determines whether the student is eligible for special education services. If he or she is eligible, then an IEP will also be developed during the meeting.

The following people will be members of the IEP team:

- The student's parent or guardian, and/or representative.
- School administrator or qualified representative who is knowledgeable about program options appropriate for the student.
- Student's present teacher. If a student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge of the student is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age.
- Other persons whom the parent or the school wishes to invite.

- When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures.

The IEP is the written plan that describes a child's abilities (strengths) and needs (challenges), and the placement and services designed to meet the student's unique needs. The student must have an IEP before he or she receives special education services. The IEP is implemented as soon as possible after the IEP meeting. In addition, the IEP is reviewed and, when necessary, revised once a year or more often, upon parental or guardian request. If the student is found to be eligible for special education services, the IEP will contain:

- Annual goals and short-term or incremental objectives focusing on the student's current levels of performance (Present Levels of Performance/PLPs).
- The services that will be provided.
- When the services will begin, how often they will be provided and for how long.
- The instructional program(s) where these services will be delivered.
- The amount of time the student will spend in general education. If the student is not educated completely in general education, it (the IEP) should state why.
- How the school will measure the student's progress.

Step 4: IEP Review

Once the initial steps have been implemented, a subsequent IEP meeting will be held:

- Once a year to review the student's progress and placement and to make any needed changes.
- Every three years (Triennial) to review the results of a mandatory comprehensive re-evaluation of the student's progress.
- After a student has received a formal assessment or re-assessment.
- If the parent or a teacher feels that a student demonstrates significant educational growth or a lack of anticipated progress.
- When the parent or a teacher requests a meeting to develop, review, or revise the IEP.
- To develop an Individualized Transition Plan (ITP), beginning at age fourteen (14).
- To determine whether a student's misconduct was a manifestation of his or her disability before expelling or suspending the student from school for more than ten (10) school days.

Transition services are a set of coordinated activities to assist a student's movement from school to post-school activities. These services are designed to help the student adjust to life after he or she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen (14) years of age or younger. When appropriate, the IEP team plans and oversees the implementation of these transition services.

ii. Students with disabilities

Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team

will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools . *British Educational Research Journal*, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)

Students who fall under this category may include those with different intellectual capacities; physical handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, the academy's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the Pilot school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.

A Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other four Pilot schools on campus and the community partners like Bienvenidos.

Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the Pilot school to allow for the interaction of disabled students with non-disabled students, however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other pilot schools.

iii. Extended school year services for eligible students with disabilities

Extended school year (ESY) services are special education and related services that are provided to students with disabilities in excess of the traditional school year, in accordance with each student's IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.

Students will be provided with two opportunities throughout the school year to participate in ESY services, the winter break and the traditional summer classes. Core content will be made available alternating between English and math in the winter break and English, math, science and history in the summer. Enrichment elective courses will be made available to all students

during both breaks, through partnerships with our arts community partners.

Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.

If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.

iv. English Language Learners and Standard English Learners

Academy students will come from Garfield and Roosevelt high schools. Roughly one-third of students—30% Garfield and 36% Roosevelt—are classified as English Learners (EL), as are about one-third in the three feeder middle schools. Many of the remaining students could likely be classified as Standard English Learners (SEL) insofar as these students demonstrate difficulty in *academic* English language proficiency as demonstrated by state assessments (e.g., California Standards Tests, California High School Exit Exam). Meeting the needs of the EL and SEL students at the academy will require the collaboration of teachers, parents and support staff in addressing the issues facing this diverse group of learners.

Since many Academy students will come from bilingual households in which an English dialect or regional variation on Standard English is spoken, they will share some traits and challenges with Standard English Learners. Their need to master Standard English will be addressed through intensive focus on academic English vocabulary and writing skills. The academy will provide a learning environment in which home languages are welcomed and accommodated in the classroom, in meetings, and in all school events and communications. The curriculum for all students will embody a language development approach that preserves and enhances the native language skills of students. (source: Lesaux, N.K, & Siegel, L.S. The development of reading in children who speak English as a second language (ESL). *Developmental Psychology*, 39(6),1005-1019. (2003))

The number of students who will require English as a Second Language (ESL) courses is expected to be small. Therefore, emphasis will be placed not only on supporting these ESL students, but also on the majority of students who have completed the ESL sequence but have yet to demonstrate a level of English proficiency, based on the established State and district criteria. Students who qualify for ESL 1 and 2 will be placed in an intensive ESL program along with additional language supports in the other core content classes in order to provide maximum access to the grade level curriculum while providing for the developmental language needs.

Primary language assessments and the California English Language Development Test (CELDT) will be administered within the first 30 days of enrollment, to ensure proper classification of new students. Furthermore, the home language surveys and other pertinent documentation are examined upon enrollment, as well as periodically throughout the year.

A key component of the EL program at the academy will be the detailed monitoring of the students' progress through the ESL classes, as well as meeting the state and district guidelines for reclassification as an English Proficient student. Student work and assessment data will be monitored within all four domains of the ELD: Listening, Speaking, Reading, and Writing, and

on a periodic basis the interdisciplinary teachers, the counselor and the administrator will meet to review the progress of each EL student. The principal and counselor will analyze the rosters of all EL students, checking for student progress and searching for students who may potentially reclassify within the semester. Testing and grade report data is also utilized in the appropriate assignment of English Learners in the mainstream A-G English classes, as well as after-school and intervention programs.

For EL students who have transitioned into sheltered instruction in the academic core, as well as the large proportion of SEL students in these classrooms, the teaching and reinforcement of literacy is a natural extension of a comprehensive and explicit English oral-language development program. A strong English literacy program for EL and SEL students is built upon language acquisition theory validated by research and successful classroom practices. Elements of phonemic awareness, comprehensible vocabulary development and print awareness are important components of a balanced literacy program for EL and SEL students. The academy is proposing schoolwide infusion of research-based instructional strategies in all areas of the curriculum including use of SDAIE, AVID, Project-based learning, and Reciprocal Teaching, with a special emphasis on developing ways to use art and technology to support content-area literacy.

These pedagogical techniques have demonstrated effectiveness in promoting achievement among both EL and SEL students precisely because they systematically scaffold instruction to allow students to access and master rigorous, standards-based content. Moreover, these strategies are complementary in their deliberate approach to “chunking” instructional delivery so that there is direct instruction with explicit teacher modeling, academic vocabulary frontloading, graphic organizers to help students organize and categorize learning, structured guided practice that facilitates oral language production and student interactions, collaborative learning environments, and only then a release for students to practice skills independently. Our challenge is to ensure consistent application of these strategies across the curriculum so that ALL students benefit from this approach. Moreover, the emphasis on data-driven collaboration and professional development (see Sections 4 and 5) will ensure that the progress of EL and SEL students is carefully monitored using multiple measures.

b. Students in at-risk situations

According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. Esteban Torres’ demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselor, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which students exhibit behaviors indicative of high risk.

IMPACT programs will be implemented to provide support for our students, in conjunction with Bienvenidos, the community partner in the planned, on-site health clinic. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students’ lives, using the disciplines and processes of art and technology. As mentioned, IMPACT is a model for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers

and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.

Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as ConnectEd, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students' attendance and achievement.

When Academy teachers meet weekly during their common planning time with their grade-level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:

- Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses. These classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail).
- Community partners in the Torres Community School Collaborative will provide after-school support, e.g., academic tutoring and CAHSEE preparation classes for students who need assistance.

The academy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the *Coordination of Services Team (COST)*, which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the *Language Appraisal Team (LAT)* and the *Student Study Team (SST)*. These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions

Drop-out Prevention: The academy will implement various strategies to address the high dropout rate at Garfield and Roosevelt high schools. There will be a phased program in two tiers:

Tier 1

- The academy will implement data-driven intervention for students at risk of dropping out. First, the ninth-grade teacher team and the counselor will review all incoming ninth-grade student data. Students who have failed algebra or English will receive additional support as noted in the Individualized Education Plan created by the ninth-grade team.
- All students will be assigned to an advisory period where they work with their advisory teacher to develop short- and long-term education plans. Advisory teachers will coordinate with the grade-level team teachers, the counselor, and the community-based organizations to assist students in achieving their goals.
- We will engage all students in our college-access strategies so that they may develop long-term educational goals and a vision for their future that includes lifelong learning.
- Students identified as potential non-grads are invited to Diploma Plus Workshop to inform them of diploma and GED options in adult school and support them in this

transition by a parent meeting to share educational options and enlist parental support.

Tier 2

- Students are given the option to recover credits through concurrent enrollment at East Los Angeles Community College, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission.
- The Academy principal, advisory teacher and counselor will meet in small groups with students and parents to share information about additional support available to them.
- All students will be offered workshops addressing personal, career and academic goals, credit recovery, mental health issues, and college plans.

Mental Health Services: A psychiatric social worker based at the Esteban E. Torres High School campus will work under the mission and guidance of LAUSD's School Mental Health Branch. School Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The psychiatric social worker will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure the stress of today's world.

The psychiatric social worker will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker will collaborate with student support services such as teacher, counselor, parents, advisor, etc., in order to ensure that no student falls through the cracks.

Mental health services will also be provided through our community partner Bienvenidos, a public service agency whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages 0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.