

LEMA APPENDICES

TABLE OF CONTENTS

TITLE	DESCRIPTION	PAGE NUMBER
Appendix A	Assurances	(separate electronic attachment)
Appendix B	Design Team Resumes	pp. 2-13
Appendix C	Curriculum Maps	pp. 14-85
Appendix D	LEMA Curriculum	pp. 86-87
Appendix E	Accountability Matrix	pp. 88-97
Appendix F	Use of multiple assessments	p. 98
Appendix G	Interactive Courtroom	pp. 99-101
Appendix H	Operational Goals and Metrics	pp. 102-103
Appendix I	Faculty Staff Survey	pp. 104-109
Appendix J	Student Satisfaction Survey	pp. 110-114
Appendix K	eHigh School exhibit	pp. 115-118
Appendix L	Letters of Support	(separate electronic attachment)

Nora Kaing

Email: nora.kaing@lausd.net

CAREER OBJECTIVE Seeking to utilize and apply knowledge as a high school math teacher in the educational field.

EDUCATION

University of California, Los Angeles- Teacher Education Program 9/06 – 9/08

Degrees: Masters in Education and Preliminary Teaching Credentials

University of California, Los Angeles 9/03 – 6/07

Major: Mathematics GPA: 3.621

Activity: Alpha Phi Omega, Community Service Co-Ed Fraternity

Positions Held: Sergeant at Arms (Fall 2005) and Membership VP (Fall 2006)

Mathematics Education Junior/Senior Program

Academic Advancement Program

Lincoln High School, Los Angeles, California 9/99 – 6/03

Class Standing: Graduated Top 5% GPA: 3.80

Activity: Member of California Scholarship Federation

Member of Science Bowl

Member of Asian Club

Member of community youth club: Youth United for Community Action

WORK EXPERIENCE

Lincoln High School, Mathematics Instructor, 323 – 441 - 4600 9/07 – Current

SLC Lead Teacher: Beth Kennedy

SLC Administrator: Ricardo Rosas

Class Taught: Algebra 1AB, Geometry AB, Algebra 2AB, and Math Analysis AB

Extracurricular Activities: Asian Club Co-Sponsor

Science Bowl Co-Coach

Class of 2010 Sponsor

UCLA Physics and Astronomy, Office Assistant, 310 – 825 - 3397 9/05 – 8/07

Supervisor: Reba Glover, Sr. Admin Analyst

Duties include typing, filing, copy and running errands on and off campus. Assist with distribution of departmental flyers and organizing archive paperwork and timesheets.

EdBoost Learning Center, Tutor, 310 – 559 - 1991 7/05 - 9/05

Supervisor: Tiffany Chin, Executive Director

EdBoost is an after school program that offers one-on-one tutoring, test prep tutoring, homework help, project help and enrichment classes to Elementary, Middle and High School students.

Corinne Seeds University Elementary, Teachers Aide, 310 – 825 – 1801 9/03 – 6/05

Supervisor: Don Steiner

As an aide, my duties were to assist the teachers in the classroom and supervise the children at the playground, music class, and after school.

Lincoln Heights Tutorial Program 9/01 – 6/03

Job Title: Tutor

Supervisor: Dennis Ortega, Director

Telephone: (323) 791 - 1196

Duties: Helped 6th grade children with homework and set up events for the kids.

Teaching Experience

Abraham Lincoln High School (English 9 – 12; AP English Language & Composition, Filmmaking I and II; Scriptwriting/Film: The Integrated Art; AP English Literature & Composition and AP Psychology (Syllabus approved by College Board))

Los Angeles Teaching Fellow (Los Angeles Academy – 8th Grade English, DRW)

Southwestern University School of Law (Adjunct Professor – Cutting Edge Issues in Convergence, Entertainment and Media Law)

Director, MCA, Inc./ Universal City Studios (USC School of Cinema Peter Stark Program (Studio Production class); New York University Tisch School of the Arts (Production Internships); Southwestern University School of Law (Entertainment Internships))

University of California, Los Angeles – Teaching and Research Fellowships (Department of English, Folklore & Mythology; *The Titanic* (Filming and Recording fieldwork in Ireland))

University of Michigan – Co-founder, Cinema Guild

Head Start – Ann Arbor, Michigan (Teacher)

Entertainment and New Media Professional Experience

Sony Family Entertainment Group – New Media Executive (Responsible for film and interactive content, websites and advertiser/merchandising promotions for television and features (*Stuart Little*)).

Kaizen Heron Group – America Online – (Responsible for creative and technical production, programming and interactive content design. Projects for Microsoft Enhanced Television Group; Disney Educational Interactive; Leadership Technologies (General Motors Online University), ImageDirect (now GettyImages), Jenny Craig and Countrywide.

Executive Producer for CyberJustice® – 24/7 production for entertainment area content (1994-1999). Selected by the Kennedy Center's Imagination Celebration to conduct workshops on interactive storytelling; and produced over 5,000 episodes.

Executive of Entertainment Industry Affairs ("Film Czar") – City of Los Angeles spokesperson and ombudsperson for Entertainment and Advertising Industries for Mayor Tom Bradley.

MCA, Inc., Universal Studios, Universal Television and Universal Pictures – Held a variety of positions in Los Angeles and Orlando Studio management, responsible for studio operations and administration: Management Consulting (MCA, Inc.) and Director of Production and Technology for Universal Pictures and Universal Television. Responsible for introduction of budgeting, location management and scriptwriting software, trained Television and Feature scriptwriters; developed systems to track scripts and story development; music rights and royalties, television distribution for domestic and international syndication; supervised distribution of Sensurround® (*Earthquake, Rollercoaster, Midway*); Production positions in both television and features.

Education

Clear Credential (English Single Subject, expires 2011; **Preliminary Credential** (UCLA))

J.D. Southwestern University of Law (Dean's Scholar)

M.A., UCLA (Interdisciplinary degree; Master's Thesis was produced film)

B.A., University of Michigan (American Studies – English and U.S. History)

CURRICULUM VITAE / RESUME

MICHAEL F. KENNEDY

Tel:

323.441.4600/310.650.8787

Abraham Lincoln High School, 3501 N. Broadway, Los Angeles, CA 90031
13468 Delano Street, Valley Glen, CA 91401 Email:
kaizenheron@sbcglobal.net

HIGHLIGHTS: Highly qualified versatile educator with expertise in young adult education, educational technology and young adult conflict resolution and mediation.

PROFESSIONAL AND TEACHING EXPERIENCE:

ABRAHAM LINCOLN HIGH SCHOOL Biology and Constitutional Law teacher **2003-present**

GENERAL COUNSEL AND REAL ESTATE BROKER - Los Angeles, CA 1990 - 2003
Financial Capital & Management (Shopping Center Mixed Use Developer); Law Offices of Alan Ross (Low-Income Housing Development); City Equity Group (Low Income Housing Tax Credit Syndicator and Developer); RKN Development (Affordable Housing Construction and Management) Co

KAIZEN HERON GROUP – Los Angeles, CA - CEO 1994- 1999
Clients include: Microsoft Enhanced Television Group; Disney Educational Interactive; Sony Family Entertainment Group; Leadership Technologies (General Motors Online University); ImageDirect; Jenny Craig and Countrywide.

CYBERJUSTICE@/AMERICA ONLINE– Dulles, VA and Los Angeles, CA 1994- 1999
Co-Creator and Executive of online Dispute Resolution social justice mediation arena; honored by The Kennedy Center's Imagination Celebration. Recruited, trained (40 hour training workshop) and supervised over 150 cyber-Judges, who presided over 5,000 online mediations and conflict resolutions for middle and high school students (including deaf and hearing impaired students).

CALIFORNIA ASSOCIATION OF REALTORS – Los Angeles, CA 1992 – 1993
Staff Attorney, Board Services and Policy Division. Coordinated Professional Standards, Jurisdiction, and Interboard Arbitration Committees; authored and taught Professional Standards and Arbitration courses throughout California.

EDUCATION

J.D., Southwestern University School of Law

B.S., Charter Oak State College

Teaching Credential (UCLA, University Intern TeachLA Program)

US Army Veteran

PASSED: Single Subject Science (Biology) CSET I, II & III and CBEST examinations

BOARDS & AFFILIATIONS

- Board of Directors, La Casa
- President of the Board of Directors, Clean Slate

EDUCATION

Masters in Education Leadership & Policy Studies, California State University at Northridge (2010)
 Social Studies Single Subject Professional Clear Credential, LAUSD BTSA
 UCLA Center X, Social Studies Single Subject Preliminary Credential
 Bachelor of Arts in Political Science, University of San Diego

EXPERIENCE

10th, 11th 12th Grade Social Studies Teacher

Los Angeles Unified School District

Abraham Lincoln Senior High School

- Developed ELL intervention program that infused the 5 CAHSEE Writing prompts throughout curriculum.
- Improved 2nd try CASHEE passage rate from 10% to 60% with Revolution Prep Saturday seminars.
- Created Academic Achievement program to honor students who improved attendance and grades.
- Named outstanding coach by Los Angeles Urban Debate League; team that won 3 out of 6 tournaments, including the LA City Championships and sent two students to the National Urban Debate League Tournament in Chicago.
- Consulted with District 5 Social Studies expert and Princeton Review on developing standards-based Periodic Assessment test questions.
- Collaborated with the Constitutional Rights Foundation to infuse legal education into Small Learning Community theme and develop a mock trial team that would support debate program.

September 2009- Present

- Presented school-wide professional development seminars on Historical Investigations, Technology and Academic Rigor.
- Served as Learning Teams facilitator for Social Studies Department. Led 2 department PDs.
- Piloted Annenberg Foundation/CRF Civic Action Project curriculum with teachers from Nevada, Colorado, Pennsylvania, Illinois and California.
- Delivered 4 day podcasting workshop for 80 seniors who had not completed their service learning projects.
- Judge/Facilitator for Contemporary World History Project's 2009 Global Forum/Mock United Nations at Cal. State Dominguez Hills.
- Elected to School Site Council and School Legislature for 2009-2010 school year.
- Appointed to Board of Directors, Southern California Social Studies Association

7th & 8th Grade Social Studies Teacher

Grant Community Charters

California Aerospace Academy

- Served as lead teacher for brand new charter school with 125 students. (5 teachers, 1 principal)
- Served on School Site Council./Coordinated fundraising efforts with PTA.
- Collaborated with principal, established protocols and led Professional Development.
- Served as BTSA support provider for 3 PTs.

August 2007- July 2008

- Partnered with California Aerospace Museum identifying grant opportunities and integrating aerospace curriculum into core subjects.
- Identified Career Technical Education grant opportunities with Sacramento City College.
- Performed duties of Summer School Principal.
- Developed multiple-teacher/parent conference procedures.

7th & 8th Grade Social Studies Teacher

Los Angeles Unified School District

Joseph Le Conte Middle School

- Served on Professional Development and Technology Committees
- Extensive SDAIE training (ALS Reciprocal Teaching, Thinking Maps).
- Created intervention course for Far Below Basic students using *The Simpson's*.

September 2003-June 2007

- Collaborated with Literacy Coach developing active teaching strategies for the writing process.
- Engaged students with living history field trips to Civil War Reenactment/Indigenous Aztec presentation.

Dain Olsen (658803)

dain.olsen@lausd.net

Education

1989	MFA	University of Southern California
1983	BA	University of California, Irvine

Credentials

Single Subject Clear – Art
National Board Certification - Art
Multiple Subject – K-12
Special Education – Learning Handicapped – Mild to Moderate
Adult Education – Adult Basic Education, ESL
Administrative Credential – (pending)

Professional Educational Experience

2006-Present Visual and Media Arts Content Expert LAUSD, Arts Education Branch

Media Arts, K-12 – Leading design, development, operations and administration of an entirely new content discipline, including:

- Drafting of new Media Arts Content Standards K-12
- Foundational Framework for distinct vocabulary, concepts, processes and understandings
- Beta Instructional Guide for teachers of media arts
- Course sequencing and development for LAUSD, UC/CSU approval; 35 new courses
- Credentialing Curriculum research and development
- 8 Demonstration Media Arts Classrooms (DMACs): Design, implementation, operational and administrative management
- Administration and Professional Development for 8 DMAC teachers
- Partnerships/Advisory Committee Development - post-secondary, district, industry, arts, and educational
- Professional Development, coaching, communications, community and organizational development for 150 media arts teachers

Visual Arts, Secondary – Leading design and development of transformation in secondary instruction and curriculum, including:

- Instructional Guide for 5 “forms”: 2D, 3D, Design, Art History, Intermedia
- Course sequencing and development towards meeting LAUSD and UC/CSU approval
- Progressive Instructional Models – Post-Modern, Differentiated and Culturally Relevant
- Assessment and Benchmark Development
- Professional Development, coaching, communications, community and organizational development for 600 visual arts teachers.
- Local District Resource Expert for Local Districts 5 and 2

1999-2006 Instructor and Coordinator, Verdugo Hills High School, Tujunga, Ca

Visual/ Media Arts (Painting, Drawing, Sculpture, Advanced Placement, Filmmaking, Animation, Multimedia)

Department Chair: organized and oversaw instruction, programming, collaborations for 5 arts teachers

Program Development, Lead Teacher –*Multimedia Communications Magnet*

- Design and Development: course sequences, student skills development, professional development, grant-writing
- Purchasing, IT, technical supervision
- Inter-disciplinary curriculum development and course sequencing

Coordinator –*Filmmaking and Animation Academy*

- Grant-writing and funding
- Developed new curricula and course sequencing for CTE career pathway
- Implemented online and videoconferencing instructional components in animation

Involvement: Curriculum Design Team, WASC Accreditation, Smaller Learning Communities, Arts Festivals, Bravo Award, Digital High School

1994-1999 Instructor Fremont High School, Los Angeles, Ca
 Filmmaking, Visual Art, Special Education (Learning Handicapped), Leadership Advisor

1998, 93 Guest Artist Southern Oregon University, Ashland, Or.
 Experimental Video/Performance Art Workshops

1989-1994 Instructor Pasadena City College, Pasadena, Ca
 Art, Art Appreciation, ESL, Adult Basic Education

1994, 92, 90 Guest Artist University of California, Irvine, Ca
 Experimental Video/Performance Art Workshops

1989 Intern Long Beach Museum of Art Video Annex, Ca
 Video Production, Animation

1988-1989 Teaching Assistant University of Southern California, Los Angeles, Ca
 Inter-dimensional Design, Intermedia, Drawing

1987-1988 Instructor Pasadena Art Workshops, Pasadena, Ca
 Drawing, Video, Musical Instrument Construction

Professional Artistic Experience – Specialization in experimental, multimedia theatre, performance, and installation/environmental exhibitions, involving the choreography and orchestration of video and media-intensive, recorded and live, “elemental” event synchronization and sequencing. Pieces included combinations of live action performance, movement, text, light, multi-tracked sound, video and other media in a variety of formats and venues, including theatres, museums, warehouses, and cardboard boxes.

1999	Los Angeles Contemporary Exhibitions	Hollywood Athletics Club
1998	7 th Street Market	Los Angeles, Ca.
	Southern Oregon State University	Ashland, Or.
1996	Theatre Artaud	San Francisco, Ca
	E.Z.T.V.	Hollywood, Ca
1995	Los Angeles Contemporary Exhibitions	Los Angeles, Ca
	University of California	Irvine, Ca
	Los Angeles Contemporary Exhibitions	Los Angeles, Ca
1994	7 th Street Market	Los Angeles, Ca
1993	University of California	Irvine, Ca
1992	Los Angeles Contemporary Exhibitions	Los Angeles, Ca
	F.A.R. Exhibitions	Los Angeles, Ca
	Southern Oregon State University	Ashland, Or
1991	Lincoln Center	New York, NY
	The Other 45 Minutes	Los Angeles, Ca
	Irvine Fine Arts Center	Irvine, Ca
	Southern Oregon State University	Ashland, Or
	Brown Field Gallery	San Diego, Ca
	L.A. Center for Contemporary Photography	Los Angeles, Ca
1990	Santa Monica Museum of Art	Santa Monica, Ca
	University of California	Irvine, Ca
1989	San Francisco Art Institute Film Festival	San Francisco, Ca
	The Pink House @ The Pink House	Los Angeles, Ca
	U.S.C. Atelier	Santa Monica, Ca
	Chapman University College	Orange, Ca
1988	SMarts Video Festival	Santa Monica, Ca
	Claremont College	Claremont, Ca
1987	Southern Oregon State University	Ashland, Or
1986	Technical University, Nova Scotia	Nova Scotia
1983	Bergen’s Kunstforening	Bergen, Norway
	Café Teatret,	Copenhagen, Denmark
1982	Sushi Gallery	San Diego, Ca
1981	U.C. Irvine Gallery	Irvine, Ca

1980 Minneapolis College of Art and Design Minneapolis, Mn

Awards and Activities

2004	Perkins Grant	
1995	Hofstetler New Forms Grant	
1989-1995	Co-Curated and organized “The Pink House”, a roving performance art venue	
1990	Art Matters Grant	
	Sharp Corporation Technology Grant	
1989	Judge’s Prize	San Francisco Art Institute Film Festival
1987-1989	Teaching Assistantship	University of Southern California
1982-1983	Guest Student Fellowship	Bergen’s Kunstakademie Bergen, Norway

Specialized Skills

Media Software Expertise – Final Cut Pro, Adobe Creative Suite, iLife, iWork, Live, Absynth, Pro Tools

Media Production – commercial, documentary, experimental, broadcast, theatre, sound

Reviews, references, and portfolio available upon request

Vivian Parra

Tel 323.441.4600/323.663.3371

Abraham Lincoln High School, 3501 N. Broadway Los Angeles, CA 90031

vxp8537@lausd.net

Professional Profile

Experienced, enthusiastic and dedicated Special Education Teacher for Mild to Moderate Disabilities in the Special Day Program for MRM students.

- Trained in SEACO Curriculum Guide
- Trained in the Alternate Curriculum
- Classroom Management
- Implementation of Language! reading program
- CPR certified in Infant/Adult
- BICM Certified
- Certified as a Functional Behavioral Analysis

Professional and Teaching Experience

Special Education

- Writing Compliant IEP's
 - SADIE Instruction
 - Differentiated Instruction
 - Accommodations and Modifications
- Lincoln High School
3501 N. Broadway
Los Angeles, Ca 90031
Grades 9-12

TSA (Itinerant)

- Instructional strategies
 - Behavioral Strategies
 - Differentiated Instruction
- Local District F
Los Angeles, California
Grades 9-12

Special Education Transition Services Achievements

- Began a successful Student-Run Enterprise, a coffee house, "Tiger Brew"
- Students work on and off campus, USC Medical Center
- Transition into community colleges as an extension of the Special Day Program

Work History

Special Education Teacher	Lincoln High Los Angeles, 90031	03/20/2003 to Present
Special Education Assistant	District F Los Angeles	01/17/2001 to 03/20/2003
Optician	Dr. David W. Gordon O.D., Burbank, Ca	06/1993 to 2003

Education

M.A. Special Education	National University, Los Angeles	In Progress
Clear Educational Specialist Instructional Credential/Clad	National University, Los Angeles	2009
B.A. Journalism	Cal State Los Angeles,	1993
A.A. Liberal Arts	Los Angeles City College, Los Angeles	1987

Roberta A. Mailman

Employee #323129

OBJECTIVE

Obtain a position as Principal, LEMA pilot school.

EMPLOYMENT

Principal, Summer School, Hamilton High School, 2008, 2009

- Implemented Teach for America Program
- Hired faculty, responsible for budget and discipline, schedule
- Worked with film and construction crews

Assistant Principal, Secondary Counseling Services, Hamilton High School August 2007-present

- Facilitated and implemented collaborative Master Schedule process
- Partnered with West LA Community College to provide 5 college classes on campus
- Ensured that Special Ed and EL had access to necessary classes
- Worked on successful grants for ROP and counseling
- Reduced number of students taking Service classes
- Worked with Math dept to implement in school math interventions

School Improvement Facilitator, Office of School Redesign July, 2006- July, 2007

- Created and presented professional development at high schools and professional organizations
- Assisted schools in converting master schedule to accommodate Small Learning Communities

Assistant Principal, Secondary Counseling Services, Van Nuys Senior High School 2001-June, 2006

- Lead SLC planning committee
- Converted master schedule from year-round, multi-track to traditional calendar
- Implemented on-line learning at Van Nuys High School in conjunction with UCCP and LAVA (Los Angeles Virtual Academy)
- Administrator in charge of testing for five years
- Produced master schedule for Concept 6 three-track school with three magnets (Math/Science, Performing Arts, Medical) in collaboration with Department Chairs and counseling staff
- Hired, trained supervised and evaluated counselors
- Served as administrator in charge of family center, facilitated Parent Institute
- Facilitated mobile counseling from San Fernando Valley Mental Health
- Formed crisis team and wrote emergency handbook

Summer School Principal, Van Nuys Senior High School July 2005

Bilingual Coordinator, Van Nuys Senior High School 1996-2001

- Hired, trained and supervised the bilingual paraprofessionals
- Handled all budget issues pertaining to the English Learner's program
- Evaluated foreign transcripts for cum records
- Updated all cums in SIS for correct EL information
- Prepared SIS for Master Plan Program Survey
- Planned and presented staff development programs
- Collaborated on master schedule for all classes pertaining to program
- Worked closely with members of the Bilingual Advisory Council
- Participated on Student Success Team and IEP's
- Coached Van Nuys' Desafio Academico (Spanish Academic Decathlon) Team for three years
- Created and implemented **The Family Album** (counseling program for families. coping with separation problems in Spanish) in conjunction with Community Representative

Teacher, English as a Second Language, Van Nuys High 1993-1996

- Taught all levels of ESL.
- Taught Health and Language Arts in the Primary Language in Spanish.
- Chaired the department for one year.

Substitute, All Subjects, San Diego Unified School District 1992-1993

- Substituted in Spanish, ESL and primary language classes
- Teacher, English as a Second Language, John Adams Middle School 1991-1992**
- Taught all levels of ESL.
 - Taught Language Arts in the Primary Language in Spanish
- Teacher, English as a Second Language, Dorsey Sr. High School 1990-1991**
- Taught all levels of ESL
 - Organized departmental field trips
 - Co-facilitated Impact group in Spanish
- Adult ESL Teacher, Venice CAS and Evans CAS 1980-1990**
- Taught all levels of ESL and literacy in Spanish and English

E D U C A T I O N

Administrative Credential, June, 2001,
California State University, Northridge.

Master of Science, Counseling, and Pupil Personnel Services, July, 1999,
California Lutheran University.

BCLAD, 1995.

Teaching Credential, Designated Subjects, September, 1989, Loyola Marymount University.

Certificate, Teaching English to Speakers of Other Languages, June, 1975, University of
California, Los Angeles.

Bachelor of Arts, Linguistics, June, 1974, University of California, Berkeley.

R E L A T E D E D U C A T I O N A L E X P E R I E N C E A N D C R E D E N T I A L S

WASC Review Team, Hamilton High	March, 2009
WASC Accreditation Visiting Committee, Anaheim	April, 2008
Focus Group Accreditation Facilitator	2004-2005
WASC Accreditation Visiting Committee, Pomona	April 2003
WASC Accreditation Visiting Committee, El Cajon High	March 2000
Department Chair, ESL	1997

P R O F E S S I O N A L O R G A N I Z A T I O N S

AALA	2000-present
ACSA	2000-present
APSCO	2000-present
California Association of Bilingual Educators (CABE)	1996-present
Computer Using Educators (CUE)	2000-present

L A N G U A G E S

- **Spanish (BCLAD)**
- **French**
- **Hebrew**
- **Arabic**

RAJEEV M. TALWANI

3501 North Broadway
Los Angeles, California 90031
(323) 441-4600
rmt2603@lausd.net

PROFESSIONAL EXPERIENCE

2009 to present Teacher, Lincoln High School, Los Angeles, California

Teach filmmaking and media arts for the Law, Business and Government Small Learning Community.

2008 to 2009 Media Arts Lead Teacher, Arts Education Branch, Los Angeles Unified School District, Los Angeles, California

Arts Education Branch teacher placed at Franklin High School. Teach filmmaking and media arts at Franklin's Media, Entertainment and Graphic Arts Academy. Participated in drafting media arts standards, media arts curricula, and media arts instructional guides.

2003 to 2008 Teacher, Los Angeles Unified School District, Los Angeles, California

Franklin High School teacher from fall 2007 to spring 2008. Subjects included filmmaking, mathematics and yearbook. Taught mathematics at the Performing Arts Academy at Marshall High School from 2003 through spring 2007. Served as Marshall High School yearbook advisor, 2005-2006. Completed algebra and geometry training in the College Preparatory Mathematics (CPM) program. Taught mathematics at Franklin High School in spring 2003.

2002 to 2004 Adjunct Instructor, Antelope Valley College, Lancaster, California

Taught communications and film classes.

2000 to 2002 Law Partner, Burke, Williams & Sorensen, LLP, Los Angeles, California

Advised management of schools, colleges, other public agencies, and private clients on strategic, administrative and legal issues.

- Counseled school districts and community colleges on variety of matters, including labor, employment and special education

1998 to 2000 Director of Administration, Garcia & Sistos LLP, Los Angeles, California

Managed 20-attorney law firm with budget of three million dollars. Directed administrative and financial operations of firm.

1993 to 1998 Independent Filmmaker, Los Angeles, California

Directed political advertisements and commercials airing on local cable television.

1993 to 2000 Attorney, Garcia & Sistos LLP, Los Angeles, California

Partner, 1998-2000; Associate, 1993-1998. Handled litigation and transactional matters for public and private clients.

- Successfully represented large school district in federal appeal of multi-million dollar False Claims Act lawsuit
- Obtained suspension of deportation and green card for gifted indigent student

PROFESSIONAL EXPERIENCE (continued)

1988 to 1993 **Attorney, various firms, Los Angeles, California**

Practiced corporate, banking, entertainment and criminal law.

- Drafted banking and other business agreements
- Wrote legal briefs in federal and state criminal cases

1987 to 1988 **Attorney, Columbia Pictures Industries, Inc., Los Angeles, California, and New York, New York**

- Advised movie studio executives on corporate and entertainment law issues
- Drafted a variety of entertainment agreements

EDUCATION

California State University Northridge, Northridge, California

University Intern Program, 2005.

Harvard Law School, Cambridge, Massachusetts

JD, 1985, *cum laude*.

Columbia College, Columbia University, New York, New York

BA, 1981. Major: philosophy; concentration: chemistry.

University of Southern California, School of Cinema-Television, Los Angeles, California

MA, 1994. Wrote, directed and produced 35-minute master's thesis film and several other films.

Los Angeles County Bar Association-Dispute Resolution Services, Inc., and University of California Los Angeles Extension, Los Angeles, California

Mediation Training Programs, 2001.

PROFESSIONAL CERTIFICATIONS AND AFFILIATIONS

Clear Single Subject Credential (Visual Arts and Foundational-Level Mathematics)

Supplementary Authorization in Computer Concepts and Applications

Special Member, American Cinema Editors

Adapted from 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 A/B	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
	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	*interactive notebooks *write from a character's point of view *use graphic organizers *analyze significant quotations *Literary analysis essay
	QUARTER III 10 weeks	Understanding Our Classical Roots cont'd	Reading: 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.12	*interactive notebooks *work effectively in

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		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.	Writing: 1.1, 1.2, 1.9 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 1.8, 1.9, 2.1	small groups *annotate a text *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
	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	*interactive notebooks *work effectively in small groups *annotate a text *take organize notes *use graphic organizers *paraphrase text *Literary analysis essay
Algebra 1 A/B	QUARTER I Evaluating and Solving Linear Functions and Equations 8weeks	<u>Basic Properties of Algebra</u> <ul style="list-style-type: none"> - Review basic operations, such as dealing with positive and negative numbers; working with exponents; fractions, etc. - Evaluate simple expressions and apply the distributive property. - Simplify Expressions 	<u>Basic Properties of Algebra</u> 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable: 1.1 Students use properties of numbers to demonstrate whether assertions are true or false.	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<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 Algebra. <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>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>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><i>When does mathematics fail to represent the real world?</i></p> <p><i>Are formulas invented or discovered?</i></p>		
	<p>QUARTER II</p> <p>Graphing, Deriving, and Solving Linear Equations and Inequalities</p> <p>8weeks</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 nothing?</i></p> <p><i>How are different representations of math (graphs, tables, equations, inequalities) used to tell different stories?</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> <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>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 and tests of basic skills</p>

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<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><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>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 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
		<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><i>How do models (data, graphs, equations) organize (translate, visualize) nature?</i></p>		
	<p>QUARTER III</p> <p>8weeks</p>	<p><u>Solve Linear Systems</u></p> <ul style="list-style-type: none"> - Solve systems of linear equations and inequalities. - Graph the solutions <p><u>Solve Quadratic Equations and Interpret their Graphs</u></p> <ul style="list-style-type: none"> - Prove the quadratic formula - Solve for roots and vertices <p><i>How much information is needed to make a reasonable prediction?</i></p> <p><i>How do you prove a prediction is</i></p>	<p><u>Solve Linear Systems</u></p> <p>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.</p> <p><u>Solve Quadratic Equations and Interpret their Graphs</u></p> <p>19.0 Students know the quadratic formula and are familiar with its proof by completing the square.</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 and</p>

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<i>false?</i> <i>Which is more important—the journey or the destination?</i> <i>How can a quadratic equation model the world?</i>	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.	tests of basic skills
	QUARTER IV 8weeks	<u>Operations on Polynomials</u> <u>Operations on Rational Expressions</u>	<u>Operations on Polynomials</u> 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. 11.0 Students apply basic factoring techniques to second-and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. 14.0 Students solve a quadratic equation by factoring or completing the square. 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. <u>Operations on Rational Expressions</u>	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 tests of basic skills

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			<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 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	<p>QUARTER I 8 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 	<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>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>

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - 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 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 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</i></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 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>	Traditional quizzes/tests of basic skills

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<i>the real world?</i>		
	QUARTER II 8weeks Triangles and Quadrilaterals	<u>Triangle Congruency & Similarity</u> <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> <u>Properties of Quadrilaterals</u> <ul style="list-style-type: none"> - Prove and use properties of quadrilaterals - Categorize shapes based on properties <u>Understand, Derive, and Apply Area Formulas</u> <ul style="list-style-type: none"> - Compute are 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>	<u>Triangle Congruency & Similarity</u> <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> <u>Properties of Quadrilaterals</u> <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> <u>Understand, Derive, and Apply Area Formulas</u> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. 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.</p>	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
	QUARTER III 8 weeks	<u>Right Triangles and Trigonometry</u> <ul style="list-style-type: none"> - Prove the Pythagorean Theorem 	<u>Right Triangles and Trigonometry</u> <p>14.0 Students prove the Pythagorean</p>	Portfolios of student work

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	Circles, Trigonometry, and Volume	<ul style="list-style-type: none"> - Use the Pythagorean Theorem to find missing sides and distance - Use special triangle properties - 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>theorem.</p> <p>15.0 Students use the Pythagorean theorem to determine distance and 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>	<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>

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 8 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 2- distance formula 3- equations of lines 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.	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
Biology	QUARTER I 11 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
	QUARTER II 11 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, 7f), (8c, 8d), (8e, 8f, 8g)	constructed response, essays investigations, immersion projects, research reports

LEMA Pilot School

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER III 11 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)	Summative portfolios, journals lab notebooks research and development projects California Standards Tests
	QUARTER IV 0 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	QUARTER I 11 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
	QUARTER II 11 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)	constructed response, essays investigations, immersion projects, research reports
	QUARTER III 11 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)	Summative portfolios journals lab notebooks research and development projects
	QUARTER IV 0 weeks	Individuality: Research and Development Projects Inquiry-based Experiments	Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	California Standards Tests (No test for Advanced Physical Science) (must

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
				they take a CST test? What about ICS 1)
Spanish Speakers 1 A/B	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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Handout - Comunidad y Oficio Los hispanohablantes en Estados Unidos Video <ul style="list-style-type: none"> - Handout Lectura <ul style="list-style-type: none"> - Coleccion 1 <ul style="list-style-type: none"> - <i>Viva la juventud</i> - Vocabulario - Antes de leer - Mis primeros versos - Preguntas 1-7 		Assessments <ul style="list-style-type: none"> -Prueba de articulos -Prueba de sustantivos y adjetivos -Prueba de ortografia -Prueba de Lectura y Vocabulario -Prueba de lectura Mini-proyectos: <ul style="list-style-type: none"> -Nicaragua>Presentacion/Platillos Tipicos (Solo 3 grupos para este pais) -Tira Comica -Colage de Nicaragua -Folleto de viaje Proyecto de Unidad <ul style="list-style-type: none"> -Video Musical Ensayo: <ul style="list-style-type: none"> -Narracion: Episodio autogiografico -Recuento de su primer amor -Entrevista a padres sobre su primer amor Assessments: <ul style="list-style-type: none"> -Prueba de Verbos en presente -Supplemetal test -Prueba de ortografia -Prueba de lectura y vocabulario Mini Proyecto:

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - NV - 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 - Preguntas - NV 		<p>-Uruguay> Presentacion/Platillos tipicos (otros 3 grupos pare este pais)</p> <p>-Dibujo/mapa de selva tropical</p> <p>Proyecto de la Unidad:</p> <ul style="list-style-type: none"> -Pinatas <p>Ensayo/Escritura:</p> <ul style="list-style-type: none"> -Cuento de caracterizacion
	QUARTER II 10 weeks	<p>Gramaticas</p> <ul style="list-style-type: none"> -Imperfecto -Ortografia -El sonido /s/ -Students notes 		

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-La acentuacion -WS /s/ -WS Acentuacion Historia-Cultura -Argentina Video -Globe Trekker Video -Evita-pelicula -Antes de leer WS -Prueba de cultura -Panorama Cutral Alguna vez has oido una historia escalofriante? Video -Handout Comunidad y Oficio Protegiendo el patrimonio 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 -NV Vocabulario -Antes de leer -“La puerta del infierno” -Preguntas -NV Gramaticas -Preterito -Usos del imperfecto de del preterito -Ortografia		

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-El sonido /k/ -Students notes -Acentuacion llanas -Worksheets 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 Lectura -Coleccion IV Dentro del corazon -Vocabulario -antes de leer -Manana de sol -Preguntas 1-6 -NV		
	QUARTER III 10 weeks	Gramatica -El Futuro -El Condicional -MisSeg.Libro Ortografia -El Sonido /x/ -La acentuacion -WS /x/ -WS Acentuacion Historia-Cultura -Chile Video -Antes de leer WS -Prueba de cultura		

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		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 Lectura -Coleccion V Caminos Vocabulario -antes de leer -"Hay un naranjo ahi" -"La Tortuga" -NV Vocabulario -antes de leer -"El forastero gentil" -preguntas -NV		
	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		

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GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Comunidad y Oficio El español en los medios de comunicacion video Lectura -Coleccion VI Tierra, sol y mar Vocabulario -antes de leer -“Valle de fuego” -NV Vocabulario -Antes de leer -“De Aydin” -NV		
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 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	(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 (6a, 6b, 6c, 6d)	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.

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>		
	QUARTER II 10 weeks	<p>Responsibility: (VAPA-SP) 3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p> <p>Role and Development of the Visual Arts Diversity of the Visual Arts</p> <p>(NETS•S) 5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>(VAPA-SP) 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.4)</p> <p>(NETS•S) 5. Digital Citizenship (5a, 5b, 5c, 5d)</p>	<p>Summative: Art Portfolios, digital/electronic portfolios, culminating exhibitions and juried art shows.</p>
	QUARTER III 10 weeks	<p>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</p>	<p>(VAPA-SP) 1.0 Artistic Perception (1.1,1.2,1.3,1.4,1.5,1.6)</p> <p>(NETS•S) 3. Research and Information Fluency (3a, 3b, 3c, 3d) 4. Critical Thinking, Problem Solving, and Decision Making (4a, 4b, 4c, 4d)</p>	

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		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.		
	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 (NETS•S) 1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	(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 Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	
Physical Education	QUARTER I 10 weeks			
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			

LEMA Pilot School

GRADE 9				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
Advisory	QUARTER I 10 weeks	<ul style="list-style-type: none"> * Creating 9th grade portfolio * College Planning Checklist * Goal setting: <ul style="list-style-type: none"> *academic *identifying support needs *reading 		
	QUARTER II 10 weeks	<ul style="list-style-type: none"> *Create Career Cruising e-portfolios: <ul style="list-style-type: none"> *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 A/B	QUARTER I 8weeks	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	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	<ul style="list-style-type: none"> *work effectively in small groups *work with challenging texts *participate in Socratic seminar *write from a

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		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.		character's point of view *use graphic organizers *analyze significant quotations *compare/contrast timed writing *interdisciplinary group project/creating a desert-island community
	QUARTER II 8 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 a persuasive speech for WH class *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 *on-demand, timed compare/contrast essay
	QUARTER III 8 weeks	The Individual's Relationship to Community "Meditation XVII-No Man is Island" John Donne Students will understand theme, create higher order questions, and develop a vocabulary that enables them to talk about the idea in the text.	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	*work effectively in small group *work with challenging texts *create poster *present work to class

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Students will understand, critique and articulate Donne's and their own beliefs about individuals and community.		
	QUARTER IV 8 weeks	<p>WWI Poetry cont'd</p> <p>Taking a Stand—Choosing to Participate</p> <p><i>Facing History and Ourselves Resource Book, Night</i> by Elie Weisel and <i>Salvaged Pages</i> by Alexandra Zapruder, Ed.</p> <p>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</p>	<p>See above</p> <p>Reading 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12</p> <p>Writing 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.1, 2.2, 2.5, 2.6</p> <p>Language Conventions 1.3, 1.4, 1.5</p> <p>Listening and Speaking 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.2, 2.4</p>	<p>*generate different genres of writing: business letter, technical document</p> <p>*write an interdisciplinary expo essay (English/History)</p> <p>*participate in Socratic seminar</p> <p>*interdisciplinary power point presentation</p>
World History A/B	QUARTER I 10 weeks	The Rise of Democratic Ideas and the Enlightenment	<p>10.1 Students relate the moral and ethical principles of ancient Greece and Rome and Judaism and Christianity to Western political thought.</p> <p>10.2 Students compare Glorious Revolution, American Revolution, French revolution, and their effects.</p>	<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 ▪ Group Research project. ▪ Performance

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
				Assessment: Revolutionary Talk Show ■ Textbook critical thinking exercises
	QUARTER II 10 weeks	Industrialism and the Race for Empire. Nationalism and Revolution Around the World: Case Study Mexican Revolution	12.3 Students Analyze the Effects of the Industrial Revolution. 10.4 Students analyze patterns of global change in the era of New Imperialism.	<ul style="list-style-type: none"> ● Simulation: Mass Production ● Road Maps ● Textbook critical thinking exercises ● Group research projects ● Creating the perfect Hero ● Performance Assessment: Mexican Revolution St. Peter Seminar
	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"> ● Simulation: The killing of the Archduke. ● Simulation: Trench Warfare ● Map activities ● Flow Charts ● Group project including visual and oral presentation ● Textbook critical thinking exercise

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
				<ul style="list-style-type: none"> ● Simulation: Paper, Scissors, Rock. ● Cycle of Revolution activities
	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.	<ul style="list-style-type: none"> ● Group presentations on Italy's Mussolini, Germany's Hitler, and Russia's Stalin. ● Road Maps ● Textbook critical thinking exercise ● Interdisciplinary essay
Chemistry	QUARTER I 12 weeks	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	Instructional Component 1 Standard Sets: (1b, 1f*, 1c), (1h*, 1i*, 1j*, 1e), (1a, 1g*, 1d), (2e, 2a, 1c, 2g*, 2b, 2c, 2d, 2h*, 2f*),	Formative answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments constructed response, essays, investigations, immersion projects, research reports

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
				Summative portfolios, journals lab notebooks projects, research and development projects California Standards Tests
	QUARTER II 12 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 12 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*)	
	QUARTER IV 4 weeks	Conflict: Nuclear processes including nuclear	(11a, 11c, 11d, 11e, 11f*), (11b), (11g*)	

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		fission, and nuclear fusion. Scientific progress is made by asking meaningful questions and conducting careful investigations.		
Geometry A/B	QUARTER I 8 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 logical reasoning used to</i> 	<u>Relationships of Polygons and Angles</u> <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> <u>Parallel Lines cut by Transversals</u> <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 parallel to a given line through a point off the line.</p> <u>Introduction to Logical Reasoning</u> <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> <u>Coordinate Geometry</u> <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>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>

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p><i>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>QUARTER II 8weeks</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 	<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 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>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>

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> - 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>	11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	
	<p>QUARTER III 8 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 - 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</i></p>	<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 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>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>

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p><i>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><i>Why are commercial products the size that they are?</i></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 cylinders.</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 IV 8 weeks</p> <p>Rigid Motion and Coordinate Geometry</p>	<p><u>Review of previous content</u></p> <p><u>Transformations</u></p> <ul style="list-style-type: none"> - Rotate, translate, reflect, and stretch figures and objects - <p><u>Relationships in Coordinate Geometry</u></p> <ul style="list-style-type: none"> - Prove theorems using coordinate geometry, including: - 1- midpoint theorem 13 2- distance formula 14 3- equations of lines 15 4- equations of circles 	<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><u>Transformations</u></p> <p>22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</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>
Algebra 2A/B	<p>QUARTER I 8weeks</p> <p><u>Unit 1 Basic Review</u></p>	<p>Linear Functions and Polynomials</p> <p>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</p>	<p>1.0 Students solve equations and inequalities involving absolute value.</p> <p>2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.</p> <p>3.0 Students are adept at operations</p> <p>4.0 Students factor polynomials representing</p>	<p>Portfolios of student work</p> <p>In-depth, open-ended tasks, with written</p>

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	<u>Unit 1 System of Equations</u> <u>Unit 2 Quadratics and Complex Numbers</u>	<p>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 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> 	the difference of squares, perfect square trinomials, and the sum and difference of two cubes.	<p>explanation</p> <p>Performance group tests, to reinforce and assess cooperative group skills</p> <p>Traditional quizzes and tests of basic skills</p>
	<p>QUARTER II 8weeks</p> <p><u>Unit 2 Quadratics and Complex Numbers</u></p> <p><u>Unit 1 Polynomials</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</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, 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>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</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>

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	<u>Unit 2 Rational Expressions</u>	<p><i>different forms illuminate varying aspects of a problem?</i></p> <p>2. <i>How do quadratic equations model physical phenomena?</i></p>	<p>equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.</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>	Traditional quizzes and tests of basic skills
	QUARTER III 8weeks	<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 alg</p> <p>18.0</p> <p>19.0</p> <p>20.0</p> <p>24.0</p> <p>25.0</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 and tests of basic skills</p>
	QUARTER IV 8weeks	<p>Conic Sections and Polynomial Theorems</p> <p>Unit Four – Conic sections, mathematical induction, and</p>	<p>16.0 Students demonstrate and explain how th</p> <p>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</p>	Portfolios of student work

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		functional concepts are “big ideas.” Functional concepts include inverse functions and composition of functions. There are no critical standards in this unit.	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.	In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes and tests of basic skills
Spanish 2 A/B	QUARTER I 8 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 - El uso de la mayusculas -La acentuacion: el acento diacritico -El adjetivo -descriptivos y determinados -El adverbio -El comparative -Comparacion y contraste -Ortografia -Las letras /r/ y /rr/ -El sonido /y/ -las acentuaciones: agudas, llanas, esdrújulas y sobreesdrújulas Historia Cultural -Geografia -Cuba video -antes de leer -Movie: Documentary: Fidel Castro -Movie: Azucar amarga		-Prueba de gramatica -Prueba de comparacion y contraste -Prueba de ortografia -Prueba de verbos en presente -Prueba de ortografia -Prueba de lectura y vocabulario -Prueba de Lectura -Prueba de vocabulario y lectura -Prueba de lectura y vocabulario

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		(comunismo) -Prueba de cultura -Panorama cultural Alguna vez has realizado o presenciado un acto heroico? video -Comunidad y oficio Servicios humanitarios para los refugiados Video -Los mexicoamericanos Video -Antes de leer -Pruea de cultura -Panorama cultural Alguna vez has hecho, o sabes de alguien que haya hecho un acto de generosidad anonimo?" Video -Comunidad y oficio El espanol en los servicios de auxilio Video Lectura -Coleccion 1 - <i>Esfuerzos heroicos</i> -Vocabulario -antes de leer -de autobiografia 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 8 weeks	Gramatica Los usos de se -La voz pasiva -Comparacion y contraste: voz pasiva y active en espanol e ingles -Ortografia -El sonido by v		-Prueba de gramatica -Prueba de ortografia -Prueba de lectura y vocabulario -Prueba de lectura

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-La acentuacion: Los diptongos y los hiatos 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 Lectura -Coleccino III El fragil medio ambiente Vocabulario -Antes de Leer -de "La fiesta del arbol" -Vocabulario -Antes de Leer -"Arbol adentro" -"Paisaje" -"Meciendo" -Vocabulario -Antes de Leer -"Las abejas de bronce"		
	QUARTER III 8 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		-Prueba de gramatica -Prueba de comparacion y contraste -Prueba de ortografia -Prueba de gramatica -Prueba de comparacion y contraste -Prueba de ortografia -Prueba de lectura y vocabulario -prueba de lectura y

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-Comparacion y contraste -Ortografia. -El sonido /s/ -La acentuacion: Formas verbales Historia-cultura -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		vocabulario -prueba de lectura -Prueba de lectura y vocabulario -prueba de lectura y vocabulario -prueba de lectura y vocabulario -prueba de lectura y vocabulario -prueba de lectura y vocabulario

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		-Antes de leer -“Cajas de Carton” -Vocabulario (teacher’s choice) -“Los dos Reyes y los dos laberintos” -Vocabulario (teacher’s choice) -“Enlaces Literarios” -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 8 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		-Prueba de gramatica -Prueba de ortografia -Prueba de lectura y vocabulario -Prueba de lectura y vocabulario -Prueba de lectura

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		internacional. Video Lectura -Coleccion VI Perspectivas Humoristicas -Vocabulario -Antes de Leer -“de Don Quijote de la Mancha” -Vocabulario -Antes de Leer -“El libro talonario” -Vocabulario -Antes de Leer -“Las abejas de bronce”		
Visual and Performing Arts Digital Imaging 2A/B (CTE Pathway)	QUARTER I 8 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)	
	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)	

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GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	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	
	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	(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)	
Visual and Performing Arts Ceramics 1A/B				

GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Derive Meaning Make Informed Judgments		
	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)	
	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	
Visual and	QUARTER I	Conflict:	(VAPA-SP)	

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GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
Performing Arts Drawing 1A/B	10 weeks	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	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)	
	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)	
	QUARTER IV 10 weeks	Individuality: (VAPA-SP) 2.0 Creative Expression	(VAPA-SP) 2.0 Creative Expression 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	

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GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		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		
Physical Education	QUARTER I 8 weeks	Emphasis throughout on cooperative skills and self-development in balance	1.1-3, 2.1-5, 3.6-10	FITNESSGRAM; Physical Progress Chart; Time Running; Motor Skills Assessment
	QUARTER II 8 weeks		Same focus standards throughout the year	
	QUARTER III 8 weeks			
	QUARTER IV 8 weeks			
Advisory	QUARTER I 8 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 8 weeks	* Career research project * CAHSEE prep *ongoing intervention as needed for at-risk students		
	QUARTER III 8 weeks	* CAHSEE prep * PSAT prep		

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GRADE 10				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> * College financial literacy * Career research project cont'd *Begin college research project * California Colleges e-portfolio/ entering 1st semester transcripts *ongoing intervention as needed for at-risk students 		
	QUARTER IV 8 weeks	<ul style="list-style-type: none"> *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 11				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
English 11 A/B	QUARTER I 8 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>
	QUARTER II 8 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	*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 *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 8 weeks	Students will study the modern period in American literature, focusing on	Reading 1.3, 3.1, 3.4, 3.5 Writing 2.2, 1.9	*work with challenging texts

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	In Search of America's Self: Chained to the Past, Struggling to be Modern	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.		*Timed writing – Answer one essential question from the unit using two modernist short stories *Develop an annotated poem to publish to the class explaining the figurative language, themes, imagery, etc *Response to literature essay exploring one theme in HR poetry as expressed in three poems
	QUARTER IV 8 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 as they review the literature and history from the entire year.	Reading: 3.5, 3.8 Writing: 2.3, 1.9 Speaking: 1.9, 2.3	*Rewrite essay defining American, reflecting on literature and history study of the whole year *Reaction and response writing to 60s and 70s literature *Oral presentation on one writer from period *Interdisciplinary project on protest movements (historical simulation in US History) integrating literary voices
US History A/B	QUARTER I 8 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	American Vision assessments Document Analysis Essay – Constitutional Convention/Rubric Portfolio Simulation – Performance Assessment Interdisciplinary essay/Rubric Question tied with English/Art

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	<p>QUARTER II 8 weeks</p>	<p>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.</p>	<p>11.2, 11.3, 11.4</p>	<p>American Vision Assessments Document Analysis Analyzing Charts and Graphs Oral Presentations – Speeches Analysis of photographs J. Riis, L. Hine Interdisciplinary compare/contrast essay</p>
	<p>QUARTER III 8 weeks</p>	<p>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 a struggles to free the world in WWII.</p>	<p>11.5,11.6,11.7</p>	
	<p>QUARTER IV 8 weeks</p>	<p>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</p>	<p>11.8, 11.9, 11.10, 11.11</p>	
<p>Physics A/B</p>	<p>QUARTER I 11 weeks</p>	<p>One Dimensional Kinematics Newton’s Laws Vectors Statics Trajectory Motion Circular Motion and Gravity</p>	<p>Instructional Component 1 Standard Sets: (1a,1b,1c,1d,1e), (1j), (1k), (1i), (1f, 1g, 1l, 1m)</p>	<p>Formative answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments</p> <p>constructed response,</p>
	<p>QUARTER II 11 weeks</p>	<p>Momentum and Impulse Conservation of Energy Thermal Energy Entropy Waves</p>	<p>Instructional Component 2 Standard Sets: (2d, 2e, 2f, 2g), (2a, 2b, 2c, 2g, 2h), (3a, 3b, 3c, 3g, 5i), (3d, 3e,</p>	

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			3f), (4a, 4b, 4c, 4d, 4e, 4f)	essays investigations, immersion projects, research reports
	QUARTER III 11 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
	QUARTER IV 0 weeks		Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	projects California Standards Tests
Biology	QUARTER I 13 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
	QUARTER II 13 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)	constructed response, essays investigations, immersion projects, research reports
	QUARTER III 14 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)	Summative portfolios, journals. lab notebooks, projects California Standards Tests
	QUARTER IV 0 weeks		Investigation & Experimentation Standard Set (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	
Algebra 2A/B	QUARTER I 8weeks Unit 1 Basic Review	Linear Functions and Polynomials Unit One – This introductory unit sets the stage for success in Algebra II	1.0 Students solve equations and inequalities involving absolute value. 3.0 Students solve systems of linear equations and inequalities (in	Portfolios of student work

	<p><u>Unit 1 System of Equations</u></p> <p><u>Unit 2 Quadratics and Complex Numbers</u></p>	<p>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 standards are 2.0 and 3.0.</p> <p>9. <i>How is the symbolism of algebra a powerful language?</i></p> <p>10. <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>11. <i>How do equations model society's resources?</i></p> <p>12. <i>Can math predict the unknown or the future?</i></p> <p>13. <i>Does math reflect nature or vice versa?</i></p> <p>14. <i>How can we use math to break down things?</i></p> <p>15. <i>How do the parts connect to create the whole?</i></p> <p>16. <i>How can balance be restored and maintained?</i></p>	<p>two or three variables) by substitution, with graphs, or with matrices.</p> <p>3.0 Students are adept at</p> <p>4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.</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 and tests of basic skills</p>
<p>QUARTER II 8weeks</p> <p><u>Unit 2 Quadratics and Complex Numbers</u></p> <p><u>Unit 1 Polynomials</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> <p>3. <i>Equivalent forms—How do different forms illuminate</i></p>	<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, s</p> <p>8.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomials and polynomial denominators and simplify complicated rational expressions, including those with</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 and</p>	

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<u>Unit 2 Rational Expressions</u>	<i>varying aspects of a problem?</i> 4. <i>How do quadratic equations model physical phenomena?</i>	negative exponents in the denominator. 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system. 10.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a , b , and c vary in the equation $y = a(x - b)^2 + c$. 10.0 Students graph quadratic functions and determine the maxima, minima, and zeroes of the function.	tests of basic skills
QUARTER III 8weeks	Exploring Functional Concepts and Counting Principles 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.	12.0 Students prove simple laws of logarithms. 12.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. 12.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. 12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay. 13.0 14.0 15.0 Students determine whether a 18.0 19.0	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 tests of basic skills

			20.0 24.0 25.0	
	QUARTER IV 8weeks	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 ex 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.	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 tests of basic skills
Math Analysis & Trigonometry	QUARTER I 8weeks	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 fxns. Complex Numbers Fundamental Theorem of Algebra Rational Functions: Asymptotes and roots Graphs of Rational Fxns. Exponential & Log Fxns. & Graphs Properties of Logs	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, 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	

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		Exponential and Log Equations Exponential and Log Models	exponential functions and use these in problems involving exponential growth and decay. Students understand and use the properties of logs	
	QUARTER II 8weeks	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 combining and simplifying functions	
	QUARTER III 8weeks	Angles, angle measures, degrees and radians Trigonometric functions: Right Triangles Trigonometric functions: The unit circle Reference Angles Inverse Trig Functions	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	

		<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>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.</p> <p>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.</p> <p>Students can graph the functions: tangent, cosecant, secant and cosecant.</p>	
QUARTER IV 8weeks	<p>Law of sines, solve oblique triangles, area of oblique triangles</p> <p>Law of Cosines , solve oblique triangles,</p> <p>Heron's Area Formula</p> <p>Vectors</p> <p>Fundamental trig identities</p> <p>Verifying trig identities</p> <p>Solving trig equations</p>	<p>Students know the law of Sines and law of Cosines and apply those laws to solve problems.</p> <p>Students determine the area of a triangle, given one angle and two adjacent sides.</p> <p>Students know the identity: $\sin^2(x) + \cos^2(x)=1$</p> <p>Students prove that this identity is equivalent to the Pythagorean theorem.</p> <p>Students prove other trigonometric</p>		

		<p>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>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.</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>	
<p>Visual and Performing Arts Ceramics 2 A/B</p>	<p>QUARTER I 10 weeks</p>	<p>Voices: 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: 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</p>

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		aesthetic qualities. Derive Meaning Make Informed Judgments		shows.
	QUARTER II 10weeks	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 10weeks	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 10weeks	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,	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	

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		and Tools		
Visual and Performing Arts Drawing 2 A/B	QUARTER I 10weeks	Voices: 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 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: 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 10weeks	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 10weeks	Vision: 5.0 Connections, Relationships, Applications Students apply what they learn in the visual arts across subject areas. They	5.0 Connections, Relationships, Applications (5.1, 5.2, 5.3, 5.4)	

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		<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>		
	<p>QUARTER IV 10weeks</p>	<p>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.</p> <p>Skills, Processes, Materials, and Tools</p>	<p>2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)</p>	
<p>Visual and Performing Arts Advanced Design 1A/B (CTE Pathway)</p>	<p>QUARTER I 10weeks</p>	<p>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.</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 (VAPA-SA) 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>

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		aesthetic qualities. Derive Meaning Make Informed Judgments	
	QUARTER II 10weeks	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. 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)
	QUARTER III 10weeks	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 10weeks	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)

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		original works of art.		
		Skills, Processes, Materials, and Tools		
Advisory	QUARTER I 10weeks	*Creating 11 th grade portfolio *College Planning Checklist *California Colleges e-portfolio/ entering 2 nd semester transcripts *Goal Setting: *academic *identifying support needs *reading		
	QUARTER II 10weeks	* Begin Future Research Project *PSAT/SAT prep *ongoing intervention as needed for at-risk students		
	QUARTER III 10weeks	*continue Future Research Project *continue PSAT/SAT prep *college presentations/ narrowing college choices * California Colleges e-portfolio/ entering 1 st semester transcripts *Financial Aid Literacy *ongoing intervention as needed for at-risk students		
	QUARTER IV 10weeks	* Choosing best work for portfolios * Summer goal setting * Recommendation letters * California Colleges e-portfolio/ entering 1 st semester transcripts *ongoing intervention as needed for at-risk students		

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>
	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></p> <p>“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 other and society on a local, state and/or national level. They will</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, Writing Strategies 1.1, 1.2, 1.3, 1.4, 1.5, 1.9</p> <p>Writing Applications 2.2, 2.4, 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>*work effectively in small groups</p> <p>*work with challenging texts</p> <p>*participate in shared inquiry and Socratic seminar</p> <p>*synthesize information from multiple sources</p> <p>*compose timed writings that utilize information from all sources.</p>

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GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		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. ***This large expository unit has 3 mini units and extends over 2 quarters. Each mini unit culminates in a writing assessment.		
	QUARTER III 10 weeks	**SEE ABOVE	**SEE ABOVE	**SEE ABOVE
	QUARTER IV 10 weeks	Life's Essential Task: Balancing Power, Freedom and Responsibility <i>The Everyday Writer</i> <i>The Bedford Guide for College Writers</i> Various expository readings 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.	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	*work effectively in small groups *work with challenging texts *participate in shared inquiry and Socratic seminar *synthesize information from multiple sources *compose action research paper with proper MLA documentation and works cited page *Deliver multimedia presentation of research
Economics & Principles of American Democracy	QUARTER I 10 weeks	The Role of the Individual: Personal Finance Stock Market Project	ECONOMICS 12.1 Students learn basic economic principles 12.4 Students analyze the elements of the U.S. Labor market in a global setting.	<ul style="list-style-type: none"> ● Creating the Nest Project (personal finance research project) ● Supply and Demand critical thinking exercises
	QUARTER II 10 weeks	Balancing the responsibility of the individual and society:	12.2.3 Explain the roles of property rights, competition, and profit in a	

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GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Globalization, Human Rights and Labor Issues	market economy. 12.4 Students analyze the elements of the U.S. Labor market in a global setting.	and graphing activities
	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	<ul style="list-style-type: none"> ● Stock Market Project (investment simulation) ● Readings from Globalization by Bill Bigalow ● Globalization Myths gallery walk ● Shared Inquiry on Forever 21 case (labor issues)
	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	<ul style="list-style-type: none"> ● 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 Cases ● Mock Trial ● Presidential Decision-Making simulations

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GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
				<ul style="list-style-type: none"> Power Point Presentation on Supreme Court Cases Interdisciplinary Timed Writing
Science	QUARTER I 10 weeks			
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Math Analysis & Trigonometry	QUARTER I 8weeks	<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</p>	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
			logs	
	QUARTER II 8weeks	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 combining and simplifying functions	
	QUARTER III 8weeks	Angles, angle measures, degrees and radians Trigonometric functions: Right Triangles Trigonometric functions: The unit circle Reference Angles Inverse Trig Functions	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	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<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>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.</p> <p>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.</p> <p>Students can graph the functions: tangent, cotangent, secant and cosecant.</p>	
	QUARTER IV 8weeks	<p>Law of sines, solve oblique triangles, area of oblique triangles</p> <p>Law of Cosines , solve oblique triangles,</p> <p>Heron's Area Formula</p> <p>Vectors</p> <p>Fundamental trig identities</p>	<p>Students know the law of Sines and law of Cosines and apply those laws to solve problems.</p> <p>Students determine the area of a triangle, given one angle and two adjacent sides.</p> <p>Students know the identity: $\sin^2(x) + \cos^2(x)=1$</p>	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<p>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 prove that this identity is equivalent to the Pythagorean theorem.</p> <p>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.</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 8 weeks	<p>Preparation for Calculus Graphs and Models Linear Models and Rates of Change Functions and Their Graphs Fitting Models to Data Precalculus Review</p> <p>Limits A preview of calculus Graphical/Formal interpretation of</p>	1.0	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		limits Prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions 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	1.1 1.2 1.3 3.0 1.0 3.0 1.0 1.0	
	QUARTER II 8 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	4.0 4.1 4.3 4.4 4.2 7.0 5.0	

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GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		the rate of change in a function. 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	6.0 12.0 3.0 8.0 4.2 9.0 11.0 10.0	
Foreign Language	QUARTER I 10 weeks			
	QUARTER II 10 weeks			
	QUARTER III			

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GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	10 weeks			
	QUARTER IV 10 weeks			
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 in concept, composition, and execution	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 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	2.0 Creative Expression (2.1, 2.2, 2.3 2.4, 2.5, 2.6)	

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GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		Placement Student exhibition		
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 in concept, composition, and execution	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 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	QUARTER I 10 weeks	Section I—Quality Help students develop technical skills	Advanced Visual Arts and Performing Arts	Formative Student Portfolios in

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
Arts Advanced Placement Studio Art- Drawing		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, and execution	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)	Progress, sketch books, project design worksheets, digital images, works of art, evaluation and analysis 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)	
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		

LEMA Pilot School

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
		<ul style="list-style-type: none"> *identifying support needs *reading *SAT registration/prep *College apps/essays 		
	QUARTER II 10 weeks	<ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> * 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	<ul style="list-style-type: none"> *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 		

APPENDIX LAW, LEADERSHIP In ENTERTAINMENT & MEDIA ARTS STANDARDS BASED CURRICULUM

The Law, Leadership & Media Arts Academy's interdisciplinary, college preparatory curriculum prepares all Academy students to:

- Goal (UC/CSU ASCHOM – college competencies and habits of mind)
- **Satisfy all graduation requirements**, including the CAHSEE (California High School Exit Exam), Applied Technology, Computer Literacy, Career Pathway and Service Learning Requirements.
- **Fulfill the A-G requirements** and meet university acceptance standards with 11/15 A-G requirements completed by end of 11th Grade with C or better. Students are prepared to enter UC/CSU and private universities or colleges with an individualized C/IGP (enhanced College/Career IGP) with timelines, goals and requirements kept up to date by student and Advisor.
- **Complete a senior project** worthy of presenting to potential employers or college entrance. Students are encouraged to take Advanced Placement or Dual Enrollment Community College classes.
- **Prepare students for academic studies or for immediate employment** in law, business or government careers for those students who enter the work force after high school graduation.

The Law, Leadership & Media Arts curriculum incorporates our philosophy of interdisciplinary, thematically sequenced courses that challenge students with relevant course work, link multiple subjects and foster mastery in chosen career pathways by integrating CTE courses, applying skills learned in CTE courses in core subjects in internships and job opportunities. LMA's matrix of recommended courses is as follows:

	Bridge Program (7 th -8 th Grade)	9th Grade (60 credits)	10th Grade (110 Credits)	11th Grade – (170 credits)	12th Grade (220 credits)	Link Program (1 st & 2 nd Year College)
Curricular Theme(s)	Individual Goals, Skills, Ethics, Responsibility & Accountability	Personal Identity & Place in Community Who am I? Where Do I Belong?	Individual & Community Responsibility Part of the Team	Leadership & Personal Responsibility	Leadership, Independence and Social Responsibility	Independence & Civic Responsibility
Educational Plan	ELA and Math Preparation or Intervention; Ethics: Individual and Family	A – G Requirements Advisories Service Learning - School	A – G Requirements Advisories Service Learning - Community	A – G Requirements Advisories- Internships Service Learning Civic Action	A – G Requirements Internship/Career Readiness Dual Enrollment Classes Academic Skills	College Student Mentor & Jobs Program
College/Career Culture	Introduce UC/CSU College Academic Skills/Competencies, Habits of Mind and Skills Requirements (UC/CSU ASCHOM)	Prepare C/IGP; Research alternatives Academic Skills/Ethics (UC/CSU	Update C/IGP College Trips CAHSEE / PSAT (UC/CSU ASCHOM)	Update C/IGP College Trips EAP SAT/ACT College Research Project – Personal Statements	UC/CSU College Competencies College Applications, Scholarships/FAFSA Internships/Work-Study Academic Skills	Plan, Mentor & Implement Middle School Bridge Program, 9-10 th Grade Intervention Mentors

LEMA Pilot School

		ASCHOM)		(UC/CSU ASCHOM)	Mastery (UC/CSU ASCHOM)	
A – G Requirements						
Period 0	Current Events, Homework Help and Breakfast					
English [B]		English 9 A/B H or 2 hr block	English 10 A/B H or 2 hr block [CTE: Legal Basics]	American Literature/Contemp. Comp or AP English Literature & Comp.	Expo Comp/Lit Analysis and English Elective or AP English Language Composition.	
Math [C]		Algebra 1 A/B or Geometry A/B	Geometry A/B or Algebra 2	Algebra 2 A/B or Math Analysis A/B	Math Analysis A/B or AP Calculus/Statistics	
Sciences [D]		Biology A/B	Chemistry A/B	Physics A/B	AP Environmental Science e	
Social Sciences [A]			World History A/B, H or AP	U.S. History A/B, H or AP and CTE Constitutional Law	Government/Economics H or AP; Business Law – elective	
Foreign Lang [E]			Foreign Lang 1 A/B	Foreign Lang 2 A/B	Foreign Lang 3 A/B	
Technology Visual & Performing Arts [F]		Intro to Computers A/B and Digital Media		Filmmaking IA/B – CTE elective	Elective (Virtual Business) Filmmaking II A/B Or Elective	
Physical Education		P.E.	P.E.	None or Sports or Elective	None or Sports or Elective	
Advisory		Life Skills Health (Online)	Banking on our Future (BOOF Financial Literacy)		Senior Project	

[Electives: G Requirement = 70 credits]

LEMA Pilot School

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>																																																																				
Increase the number of schools that meet or exceed their API targets <u>2008-09</u> 282 out of 613 = 46%	10%																																																																										
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table> <div>Lincoln School-wide</div> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td></td></tr><tr><td>ELA</td><td>25.9%</td><td>24.4%</td><td>-1.5%</td></tr><tr><td>MTH</td><td>9.5%</td><td>9.9%</td><td>+4%</td></tr></table> <div>Lincoln EL Students</div> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td></td></tr><tr><td>ELA</td><td>2.7%</td><td>2.2%</td><td>-.5%</td></tr><tr><td>MTH</td><td>6.7%</td><td>5.7%</td><td>-1.0%</td></tr></table> <div>Lincoln Soc-Econ-Dis</div> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td></td></tr><tr><td>ELA</td><td>25.9%</td><td>25.0%</td><td>-.9%</td></tr><tr><td>MTH</td><td>10.3%</td><td>10.8%</td><td>+5%</td></tr></table> <div>Lincoln SWD</div> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td></td></tr><tr><td>ELA</td><td>15.5%</td><td>14.2%</td><td>-1.3%</td></tr><tr><td>MTH</td><td>9%</td><td>5.5%</td><td>-3.5%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%		<u>2008</u>	<u>2009</u>		ELA	25.9%	24.4%	-1.5%	MTH	9.5%	9.9%	+4%		<u>2008</u>	<u>2009</u>		ELA	2.7%	2.2%	-.5%	MTH	6.7%	5.7%	-1.0%		<u>2008</u>	<u>2009</u>		ELA	25.9%	25.0%	-.9%	MTH	10.3%	10.8%	+5%		<u>2008</u>	<u>2009</u>		ELA	15.5%	14.2%	-1.3%	MTH	9%	5.5%	-3.5%	10%				Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics		
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																																								
District	34%	38%	+4%																																																																								
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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) % Proficient/Advanced CST Math by grade: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	35%	37%	+2%				Grades 9 and 10: <ul style="list-style-type: none">Increase the % of students scoring proficient or above on the periodic assessments Grade 11: <ul style="list-style-type: none">Increase the % of students "ready for																																																															
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LEMA Pilot School

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>																																																																			
Gen Math – 15% 17% +2% Algebra 1 – 17% 19% +2% Geometry – 11% 14% +3% Algebra 2 – 13% 14% +1% HS Math – 29% 30% +1%					college” on the Early Assessment Program (EAP) of Readiness for College English Grade 9-12: <ul style="list-style-type: none">Increase the number of students on-track in terms of credits earned																																																																					
% Proficient/Advanced CST Science and Social Science: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Biology</td><td>24%</td><td>24%</td><td>0%</td></tr><tr><td>Chemistry</td><td>12%</td><td>14%</td><td>+2%</td></tr><tr><td>Earth Sci.</td><td>21%</td><td>26%</td><td>+5%</td></tr><tr><td>Physics</td><td>19%</td><td>20%</td><td>+1%</td></tr><tr><td>Integ. Sci1</td><td>7%</td><td>8%</td><td>+1%</td></tr><tr><td>Integ. Sci2</td><td>2%</td><td>0%</td><td>-2%</td></tr><tr><td>Integ. Sci3</td><td>3%</td><td>7%</td><td>+4%</td></tr><tr><td>Soc. Sci.</td><td>23%</td><td>28%</td><td>+5%</td></tr><tr><td>World Hist.</td><td>18%</td><td>23%</td><td>+4%</td></tr><tr><td>U.S. Hist.</td><td>25%</td><td>32%</td><td>+7%</td></tr></table> % Proficient/Advanced CST History / Social Science by grade: World History <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 9</td><td>16%</td><td>19%</td><td>+3%</td></tr><tr><td>Grade 10</td><td>19%</td><td>24%</td><td>+5%</td></tr><tr><td>Grade 11</td><td>8%</td><td>8%</td><td>0%</td></tr></table> U.S. History <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 11</td><td>25%</td><td>32%</td><td>+7%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Biology	24%	24%	0%	Chemistry	12%	14%	+2%	Earth Sci.	21%	26%	+5%	Physics	19%	20%	+1%	Integ. Sci1	7%	8%	+1%	Integ. Sci2	2%	0%	-2%	Integ. Sci3	3%	7%	+4%	Soc. Sci.	23%	28%	+5%	World Hist.	18%	23%	+4%	U.S. Hist.	25%	32%	+7%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 9	16%	19%	+3%	Grade 10	19%	24%	+5%	Grade 11	8%	8%	0%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 11	25%	32%	+7%	10%				<ul style="list-style-type: none">See monitoring indicators for CST on page 34	
	<u>2008</u>	<u>2009</u>	<u>Change</u>																																																																							
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Grade 11	25%	32%	+7%																																																																							
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math					<ul style="list-style-type: none">See monitoring indicators for CST on page 34																																																																					

LEMA Pilot School

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>
<div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> <div> <div>ELA</div> <div>33%</div> <div>31%</div> <div>-2%</div> </div> <div> <div>MATH</div> <div>42%</div> <div>40%</div> <div>-2%</div> </div>	-10						
<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> <div> <div>9.3%</div> <div>9.2%</div> <div>-.1%</div> </div> <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> <div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> <div> <div>African Americans</div> <div>6.6%</div> <div>6.6%</div> <div>.0%</div> </div> <div> <div>Hispanics</div> <div>6.9%</div> <div>7.0%</div> <div>.1%</div> </div>	<div>varies by school</div> <div>varies by school</div>				<ul style="list-style-type: none"> Number of state identified Gifted students 		
<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> <div> <div>African American</div> <div>25%</div> <div>27%</div> <div>+2%</div> </div> <div> <div>Hispanic</div> <div>31%</div> <div>33%</div> <div>+2%</div> </div> <div> <div>English Learners</div> <div>20%</div> <div>23%</div> <div>+3%</div> </div> <div> <div>Sts. w/ Disabilities</div> <div>11%</div> <div>12%</div> <div>+1%</div> </div>	10%				<ul style="list-style-type: none"> See monitoring indicators for CST on page 34 		
<p>Accelerate the performance of Standard English Learners (SEL)</p>	10%				<ul style="list-style-type: none"> See monitoring indicators for on page 34 		

LEMA Pilot School

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AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	3%			<ul style="list-style-type: none">• CELDT• ELSSA Data							
<u>07-08</u>	<u>08-09</u>	<u>Change</u>															
54.8%	55.7%	+0.9%															
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>36.3%</td><td>39.3%</td><td>+3%</td></tr></table> 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	5%			<ul style="list-style-type: none">• See monitoring indicators for AMAO 1							
<u>07-08</u>	<u>08-09</u>	<u>Change</u>															
36.3%	39.3%	+3%															
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>Math</td><td>34.1</td><td>36.3</td><td>+2.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	24.3	27.0	+2.7%	Math	34.1	36.3	+2.1%					
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>														
ELA	24.3	27.0	+2.7%														
Math	34.1	36.3	+2.1%														
Increase EL reclassification rates at the					<ul style="list-style-type: none">• EL monitoring rosters, and where possible EL												

LEMA Pilot School

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date															
		List the subgroups.	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.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.															
elementary, middle, and high school levels	5%				students not moving or reclassifying • RFEP Monitoring Rosters																	
<table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>MS</td><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1						
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																			
EL	13.5	15.8	+2.3																			
MS	22.4	20.8	+8.4																			
HS	10.3	12.4	+2.1																			
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs	35% ELA 35% Math				• See monitoring indicators for CST on page 34																	
<table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>MATH</td><td>26%</td><td>27%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%										
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																			
ELA	25%	27%	+2%																			
MATH	26%	27%	+1%																			

(Name) School

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

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	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.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
Graduation rate will increase <div><div><u>06-07</u> 67.1%</div><div><u>07-08</u> 72.4%</div><div><u>Change</u> +5.3%</div></div>	8%				<ul style="list-style-type: none">● Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)● Decrease rate of drop-outs● Increase the percentage of 9th to 10th grade students accumulating 55 credits● 4-year longitudinal graduation rate (9^h grade to graduation)		
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt <div><div><u>07-08</u> 57%</div><div><u>08-09</u> 60%</div><div><u>Change</u> +3%</div></div>	6%				<ul style="list-style-type: none">● Increased participation in CAHSEE preparation		
Dropout rate will decrease. <div><div><u>06-07</u> 31.7%</div><div><u>07-08</u> 26.4%</div><div><u>Change</u> -5.3%</div></div>	6%				<p>Monitor students at risk:</p> <ul style="list-style-type: none">● 85% of students are in attendance for 96% or more of the time● Increase in pass rates in English and/or math courses● Increase in number of students receiving an E or S in Work Habits or Cooperation● Increase attendance rates for both students and teachers to 96%.		

(Name) School

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date										
		List the subgroups.	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.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.										
<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>25%</td><td>TBD%</td><td>+ __%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	25%	TBD%	+ __%	80%										
<u>07-08</u>	<u>08-09</u>	<u>Change</u>															
25%	TBD%	+ __%															
<p>Increase the enrollment in Advanced Placement course</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>1.8%</td><td>1.9%</td><td>+ .1%</td></tr></table> <p>Increase pass rates on AP tests</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>44.1%</td><td>TBD%</td><td>+TBD%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	1.8%	1.9%	+ .1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	44.1%	TBD%	+TBD%	5% 5%				
<u>07-08</u>	<u>08-09</u>	<u>Change</u>															
1.8%	1.9%	+ .1%															
<u>07-08</u>	<u>08-09</u>	<u>Change</u>															
44.1%	TBD%	+TBD%															
Increase students preparedness for College Career Readiness					<u>Middle Schools</u> • Students passing core classes with C or better <u>Elementary</u> • Students getting 3 or 4 on report cards												

(Name) School

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

Parent and Community Engagement

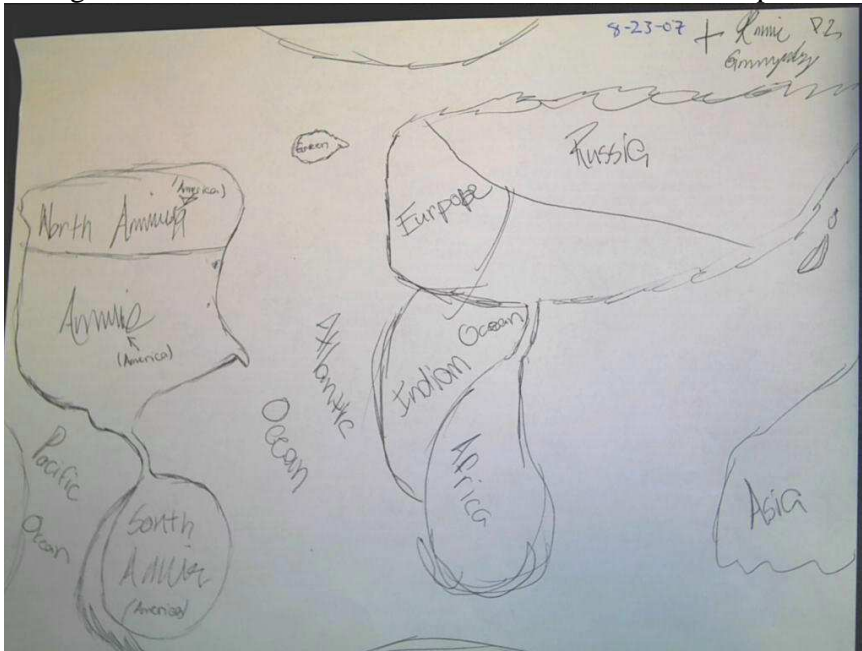
Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided 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>
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that <ul style="list-style-type: none">there are opportunities for parent involvementthey feel welcome at this schoolthere is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).	At least 90% of parents respond “Strongly agree” or “agree”				<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.		

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>
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)	At least 90% of students respond “strongly agree” or agree				<ul style="list-style-type: none"> Increased and improved parent partnerships and welcoming environments Increased 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 Increased clear and accurate, updated communication regarding school policy and procedures, between school and home 		
Decrease the number of suspensions <u>06-07</u> <u>07-08</u> <u>08-09</u> <u>Change</u> 83,542 75,049 TBD TBD	25%				<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 Team Implementation Checklist Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools 		
Increase attendance of staff and students <u>07-08</u> <u>08-09</u> <u>Change</u> Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%				<ul style="list-style-type: none"> Increase attendance incentives/rewards systems School-wide recognition Increase attendance incentives/rewards systems School-wide recognition 		

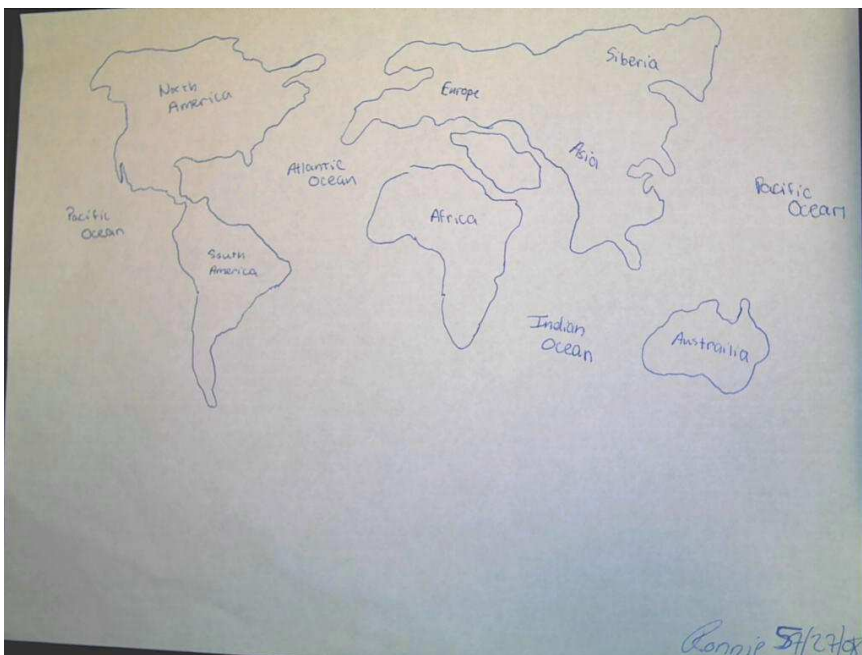
Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided 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>
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 		
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 		
Increase in the number of QEIA schools meeting annual targets					<ul style="list-style-type: none"> ¾ implementation of Class Size Reduction target ¾ implementation of 300:1 student to counselor ratio. 		

APPENDIX
Use of Multiple Assessments
Using Data to Drive Instruction

In this assessment, a World History teacher asked his students to draw a map of the world from their memory during the first week of school. Here's what one student map looked like:



Over the course of the year drawing maps and graphic organizers was a core part of the instructional program. During the last week of school, the same teacher had the same student again draw a map of the world from memory. Here's what the progress looked like:



Law, Leadership in Entertainment & Media Arts INTERACTIVE COURTROOM

LEMA submits this grant application to create a **state-of-the-art *Interactive Courtroom***, to provide the venue for the alignment of the pathways. The facility will contain technologies that mirror industry standards. The state-of-the-art broadcast quality studio will work in conjunction with a filmmaking production laboratory, to provide students with hands-on experiences to create and produce video, broadcast announcements and news, broadcast internally during ACT/Advisory sessions.

The Courtroom venue will allow students to demonstrate their mastery of skills, by utilizing what they've learned in real life career-oriented applications, including document creation and editing, preparing interrogatories and pleadings, video depositions and preparation of witnesses, re-creations of evidence and evidentiary graphs, maps and charts; preparing and conducting trials and conflict resolution/mediation hearings; designing and maintaining LEMA Internet public service applications, including Public Service Announcements, and demonstrating mastery of commercial programs used in law and government.

It will be designed with capabilities for closed circuit broadcasting throughout LBG. It will be used to conduct trials (in person and online for all classes, including English, History and Law. The Courtroom will be used after school for the Debate team and Mock Trial practice, and for meetings of the Student Court, LEMA Governance Council and faculty meetings.

eHigh Activities

LEMA has had exploratory discussions with the Superior Court of Los Angeles about the possibility of holding Small Claims and other special Night Court procedures which would be held for the benefit of the community. This would give LEMA students ample opportunities to practice in real life applications what they've learned in the classroom, working in tandem with partner Law School students Law Firm partners.

We propose to build this space to house the Production/Broadcast Facility and the Interactive Courtroom (two classrooms) and administrator office/Judge's Chambers (if the square footage allows). The numbers below refer to the numbers in the drawing marked "Law, Leadership in Entertainment and Media Arts Interactive Courtroom" and "Broadcast Facility". Ideally these two facilities would be contained in one, new building, which would also contain two (2) classrooms and administrative offices.

1. Raised Judge's Bench ¹

2. Bailiff's Table ¹

3. Witness Box ¹

4. Jury Box

5. Speaker's Podium ¹

6. Defendant/Attorney Table ¹

7. Prosecution/Attorney Table ¹

8. Smart Board/LCD Exhibit ¹

9. Audience Seating ¹ (fixed)

10. Audience Seating ¹ (moveable)

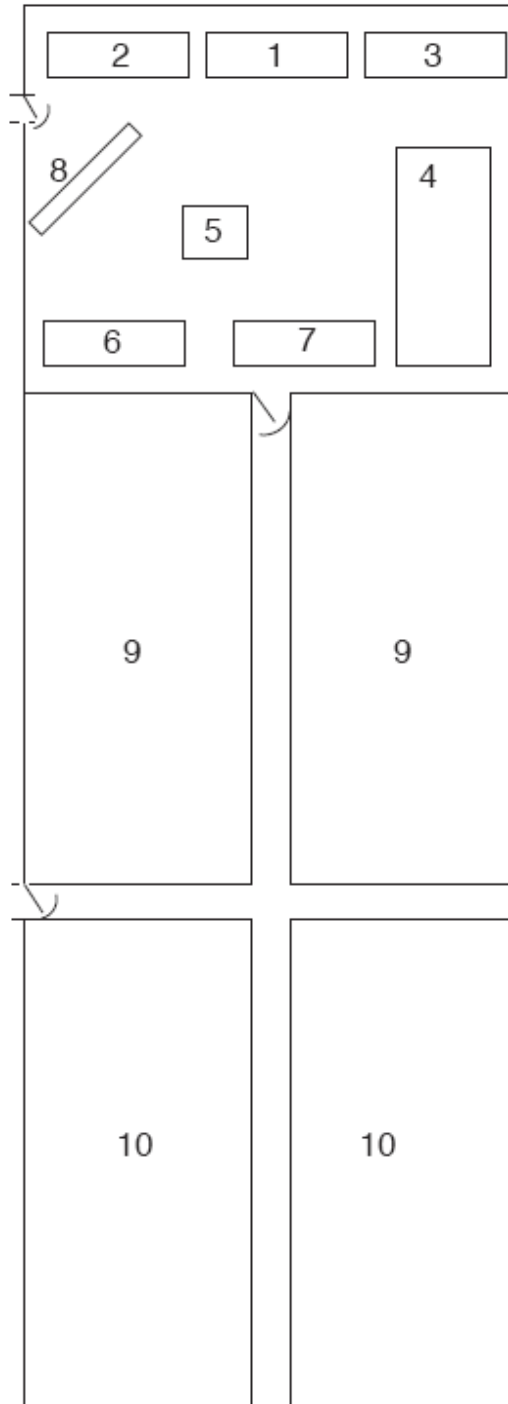
11. Sound-proof Recording Booth ¹

**12. Audio/Visual Editing and Sound
Mixing Suite ¹**

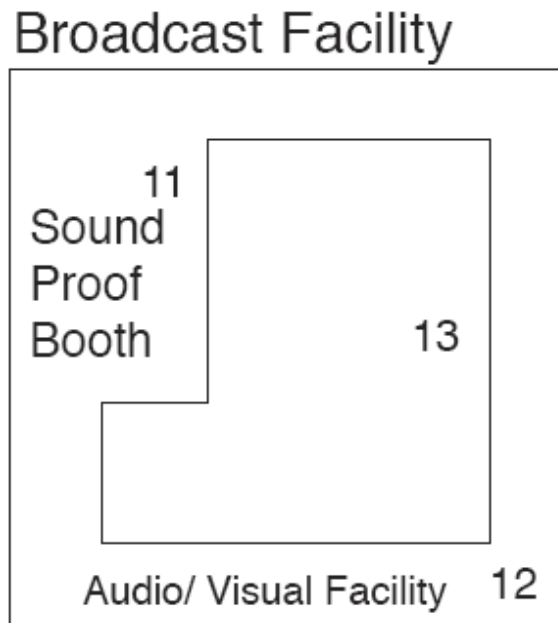
13. Production/Broadcast Studio ¹

¹ All areas are to be wired for Internet access with electrical power outlets in the floor to plug in laptops

Law, Business and Government Interactive Courtroom



**Law, Leadership in Entertainment & Media Arts
Abraham Lincoln High School
INTERACTIVE BROADCAST COURTROOM SITE**



MEDIA ARTS APPLICATIONS

Appendix _

LEMA Operational Goals and Metrics

	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Retention	80%	85%	90%	85%	100%
Fundraising Goals	\$100,000	\$200,000	\$300,000	\$400,000	\$500,000
UCLA Subject Matter Programs	Create PD experiences that net inter-disciplinary units for each subject	Create PD experiences that net inter-disciplinary units for each subject	Create PD experiences that net inter-disciplinary units for each subject	Create PD experiences that net inter-disciplinary units for each subject	Create PD experiences that net inter-disciplinary units for each subject
CSUN ELPS	Develop principal evaluation instrument with governing Board	Refine principal evaluation instrument with governing Board	Refine teacher evaluation instrument with Principal and governing Board	Refine staff evaluation instrument with Principal and governing Board	Refine student evaluation instrument with Principal and governing Board
Drucker Institute	Develop student strategic plan	Develop student strategic plan	Develop student strategic plan	Develop student strategic plan	Develop student strategic plan
Constitutional Rights Foundation	Provide teacher training and integrate Mock Trial team	Provide teacher training and integrate Mock Trial team	Provide teacher training and integrate Mock Trial team	Provide teacher training and integrate Mock Trial team	Provide teacher training and integrate Mock Trial team
Tucker Ellis West	Provide associates to mentor LEMA students 4x per year	Provide associates to mentor LEMA students 4x per year	Provide associates to mentor LEMA students 4x per year	Provide associates to mentor LEMA students 4x per year	Provide associates to mentor LEMA students 4x per year
Girardi-Keese	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information

			about the legal profession.	about the legal profession.	about the legal profession.
LA Chamber-Pillar	Develop partnerships with businesses to make education relevant for students through Pillar initiative - career awareness, work-based learning opportunities such as job shadowing and internships.	Develop partnerships with businesses to make education relevant for students through Pillar initiative - career awareness, work-based learning opportunities such as job shadowing and internships.	Develop partnerships with businesses to make education relevant for students through Pillar initiative - career awareness, work-based learning opportunities such as job shadowing and internships.	Develop partnerships with businesses to make education relevant for students through Pillar initiative - career awareness, work-based learning opportunities such as job shadowing and internships.	Develop partnerships with businesses to make education relevant for students through Pillar initiative - career awareness, work-based learning opportunities such as job shadowing and internships.
CAALA	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.	Support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession.
LAMD	Create a school-wide "Culture of Debate" in all of LEMA's educational programs.	Create a school-wide "Culture of Debate" in all of LEMA's educational programs.	Create a school-wide "Culture of Debate" in all of LEMA's educational programs.	Create a school-wide "Culture of Debate" in all of LEMA's educational programs.	Create a school-wide "Culture of Debate" in all of LEMA's educational programs.
Inner City Struggle					
Families in Schools					

LEMA will hire a professional fundraiser to identify grant opportunities

1. Does the organization of the department enhance or hinder your ability to be a successful faculty member?

- ☐ ☐ The program's organization hinders my ability to be successful.
- ☐ ☐ The organization of the program has no effect on my ability to be successful.
- ☐ ☐ The organization of the program enhances my ability to be successful.

2. To what degree are you satisfied with your department chair's performance in administering the department?

- ☐ ☐ Very dissatisfied
- ☐ ☐ Somewhat dissatisfied
- ☐ ☐ Somewhat satisfied
- ☐ ☐ Very satisfied

3. Please briefly describe any administrative issues that exist in your department.

	5
	6

4. How would you characterize the head of your unit as a leader?

- ☐ ☐ This individual is a very weak leader.
- ☐ ☐ This individual is a somewhat weak leader.
- ☐ ☐ This individual is a somewhat strong leader.
- ☐ ☐ This individual is a very strong leader.

5. How would you characterize the vision the head of your unit has for the unit?

- ☐ ☐ This person has no clear vision for the unit.
- ☐ ☐ This person's vision is taking us in the wrong direction.
- ☐ ☐ This person's vision is too benign to matter.
- ☐ ☐ This person's vision is right on target.

6. How would you rate overall faculty morale?

- ☐ ☐ Im Morale tends to be very high.
- ☐ ☐ Im Morale tends to be high.
- ☐ ☐ Im Morale tends to be moderate.
- ☐ ☐ Im Morale tends to be low.
- ☐ ☐ Im Morale tends to be very low.

7. Is there an appropriate number of full-time faculty to support your department's programs?

- ☐ ☐ Im Yes
- ☐ ☐ Im No
- ☐ ☐ Im Not sure

8. What is your assessment of the quality of current faculty that work in the department?

- ☐ ☐ Im Excellent
- ☐ ☐ Im Satisfactory
- ☐ ☐ Im Unsatisfactory

9. Do policies exist for recruiting and retaining faculty that reflect a sound plan for improving the quality of faculty?

- ☐ ☐ Im Yes, our policies reflect a sound plan.
- ☐ ☐ Im We have policies but our plan isn't very sound.
- ☐ ☐ Im We have policies but they don't seem tied to a plan.
- ☐ ☐ Im We have no such policies in place.

10. How does your department evaluate the teaching performance of faculty?

- j |m We do not evaluate teaching.
- j |m We use student evaluations as our only measure of teaching performance.
- j |m We use some other assessment as our only measure of teaching performance.
- j |m We use student evaluations in addition to other assessments of teaching performance.

11. To what degree do you find the means by which teaching performance is assessed in your department effective?

- j |m Our evaluations of teaching are quite ineffective.
- j |m Our evaluations of teaching are somewhat ineffective.
- j |m Our evaluations of teaching are somewhat effective.
- j |m Our evaluations of teaching are quite effective.

12. Do you regard the tenure and promotion process in your unit as equitable?

- ☐ ☐ The process is quite inequitable.
- ☐ ☐ The process is somewhat inequitable.
- ☐ ☐ The process is somewhat equitable.
- ☐ ☐ The process is quite equitable.

13. Do you think that merit money is distributed equitably?

- ☐ ☐ The distribution of merit is quite inequitable.
- ☐ ☐ The distribution of merit is somewhat inequitable.
- ☐ ☐ The distribution of merit is somewhat equitable.
- ☐ ☐ The distribution of merit is quite equitable.

14. To what degree is the curriculum of the program consistent with the mission of the School?

j |m Completely inconsistent.

j |m Somewhat inconsistent.

j |m Somewhat consistent.

j |m Completely consistent.

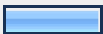

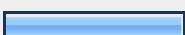



15. To what degree are you satisfied with the classrooms available in your department/program?







- ☐ Very satisfied
- ☐ Satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

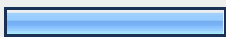
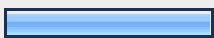
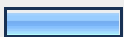



16. To what degree are you satisfied with the equipment available in your department/program?


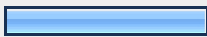
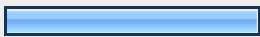



- ☐ Very satisfied
- ☐ Satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

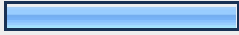



Lincoln Semester One

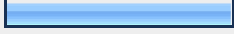
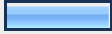



1. What was your first semester grade in Mr. Petri's class?			
		Response Percent	Response Count
A		15.0%	15
B		12.0%	12
C		28.0%	28
D		18.0%	18
F		24.0%	24
G Not sure		3.0%	3
answered question			100
skipped question			0




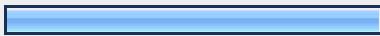

2. What could you have done to get a better grade in Mr. Petri's class?			
		Response Percent	Response Count
A Worked harder in class		48.5%	48
B Made up missing assignments		27.3%	27
C Done extra credit assignments		9.1%	9
D Gone to tutoring in room 110		1.0%	1
E Revised my writing assignments		2.0%	2
F Turned in homework assignments		12.1%	12
answered question			99
skipped question			1

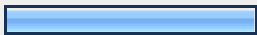
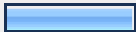
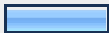



3. I would rank Mr. Petri's class as my _____ favorite class.			
		Response Percent	Response Count
1st		34.7%	34
2nd		32.7%	32
3rd		18.4%	18
4th		6.1%	6
5th		5.1%	5
6th		3.1%	3
		answered question	98
		skipped question	2



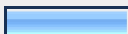
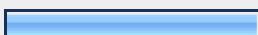


4. Mr. Petri's class is _____.			
		Response Percent	Response Count
too easy		2.1%	2
fun		32.0%	31
interesting		40.2%	39
engaging		11.3%	11
boring		9.3%	9
too hard		5.2%	5
		answered question	97
		skipped question	3

5. I think that Mr. Petri probably _____.			
		Response Percent	Response Count
likes me		36.7%	36
dislikes me		4.1%	4
cares about me		57.1%	56
doesn't care about me		2.0%	2
answered question			98
skipped question			2

6. How do you think Mr. Petri feels about his job here at Lincoln High School?			
		Response Percent	Response Count
Loves it		36.1%	35
Thinks it is ok		16.5%	16
Wants to improve LHS		41.2%	40
Hates it		2.1%	2
Would rather go back to his old school		4.1%	4
answered question			97
skipped question			3

7. If I had a problem and needed help, Mr. Petri would ____.			
		Response Percent	Response Count
Listen to me		25.0%	24
Refer me to the right place		11.5%	11
Not want to help me		2.1%	2
Help me		59.4%	57
Be too busy to help me		2.1%	2
answered question			96
skipped question			4

8. My favorite activity in Mr. Petri's class is ____.			
		Response Percent	Response Count
Vocabulary Foldables		39.8%	39
Taking Notes		20.4%	20
Making Presentations		16.3%	16
Writing Essays		10.2%	10
Reading other students essays		4.1%	4
Doing the homework projects		9.2%	9
answered question			98
skipped question			2

9. My LEAST favorite activity in Mr. Petri's class is _____.			
		Response Percent	Response Count
Vocabulary Foldables		3.1%	3
Taking Notes		10.3%	10
Making Presentations		19.6%	19
Writing Essays		40.2%	39
Reading other students essays		10.3%	10
Doing the homework projects		16.5%	16
		<i>answered question</i>	97
		<i>skipped question</i>	3

10. If I could tell Mr. Petri one way he could be a better teacher, it would be _____.		
		Response Count
		98
		<i>answered question</i>
		98
		<i>skipped question</i>
		2

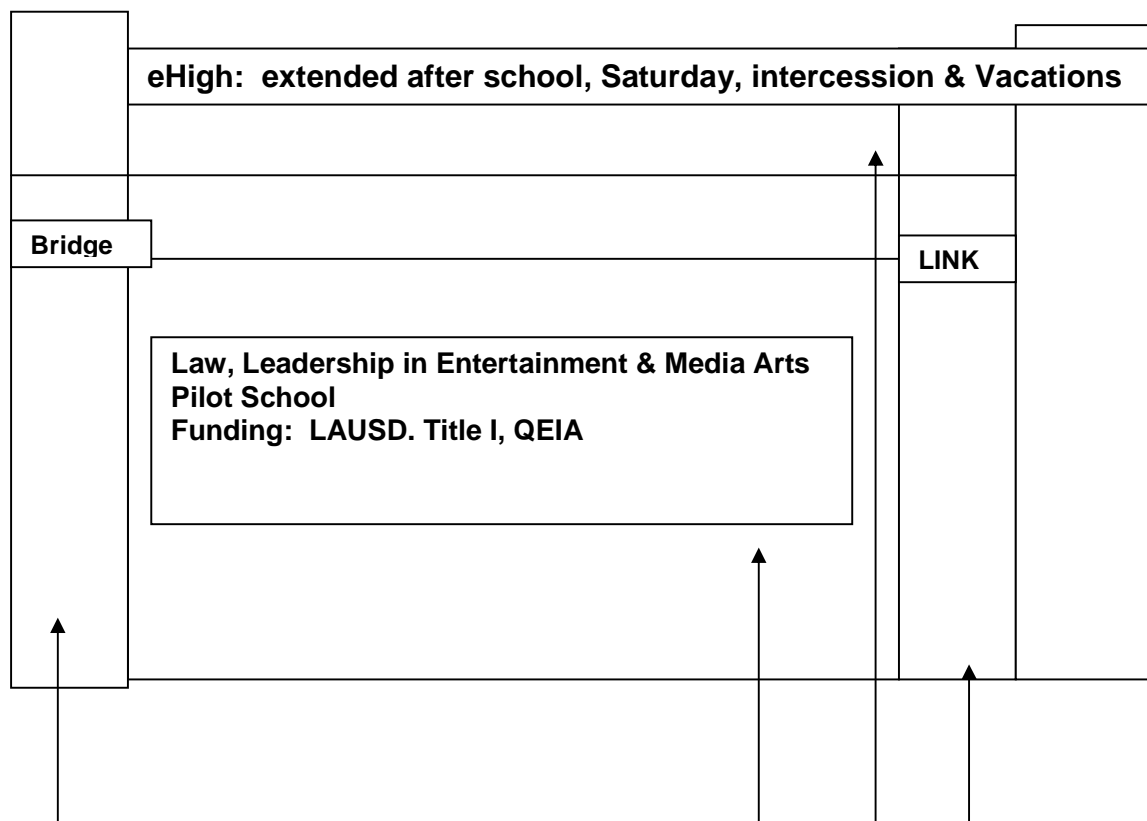
APPENDIX – eHIGH SCHOOL

Implement eHIGH (extended High School) which will provide an engaging training and development program to facilitate workforce training and internship programs, a place to practice functional literacies, a mentoring and retention program, promote entrepreneurial skills and education and become a joint public-private center, dedicated to helping small businesses in the community.

1. participation for LEMA students in intervention, enhancement and acceleration programs after school, on Saturdays and during vacations (see sample Budget Attachment for minimum Saturday program);
2. a BRIDGE program for two years (pre 7th grade students through pre 9th grade) which operates after-school, on Saturdays and during vacations;
3. a LINK program for two years after graduation to provide graduates with opportunity to earn money while providing mentoring and tutorial services for LEMA and BRIDGE students, and work on educational projects for community based businesses;
4. a coordinated consolidated intervention, Adult and Continuation school, which offers expanded English language proficiency for parents and community members without high school diplomas
5. Creation of a public-private center and infrastructure, eHIGH, an internship, workforce education and jobs program, dedicated to helping small and ethnic owned businesses share experiences, bridge business needs and share market opportunities, while providing LEMA students and graduates real world experience to acquire marketable skill sets helping small business and industry with “educational projects” that provide real benefits for businesses;
6. Provide authentic financial incentives for all students to improve academic achievement, exemplary attendance and for improved motivation and achievement on CSTs (with the goal for all students to achieve proficient/advanced levels) in eHIGH internship, workforce education and jobs programs, with payments graduated depending on steps achieved for attendance, grades and CST or other test scores.

Further information on eHIGH organization, funding and “educational opportunities” will be provided if and when LEMA is approved.

eHigh Program Focus: Provides extended school based activities for community engagement and extended student participation programs. Includes Teen Court, Night Court, entertainment-industry programs as well as continued intervention for at need students. Funding for students/teachers: Grants



LEMA BRIDGE Program Focus: Begins before 7th Grade through summer before 9th Grade

Builds Academic Skills, Habits of Mind and Core Competencies in eHigh After-school, Saturday, Vacation & Summer program with Pilot and eHigh tutors and mentors

LEMA LINKS Program Focus: Two years after high school graduation.

Provides Support for Pilot graduates going to college/careers in academics, counseling and financial aid. eHigh Work-Study Financial Aid for students to tutor/mentor Bridge and Pilot School students in Academic Skills, Habits of Mind and Core Competencies in After-school, Saturday, Vacation & Summer program

work study, internships and workforce educational opportunities to ensure students recognize the immediate relevance of their education. For example:

- **Drucker Institute (Claremont Graduate University)** and a corporate Big 5 Consulting partner will work with our student leaders (Student Governance Council) and members of the ILC and LEMA Governing Council to develop a strategic plan to ensure student voices are represented and included, and that student leaders accurately and completely represent their stakeholder group (by grade level) and provide feedback to and from their representatives. In addition, Drucker Institute consultants will assist LEMA in creating a comprehensive student Strategic Plan/Performance Review plan format, policies and procedures, to replace, extend and/or augment the inadequate Individual Graduation Plan)

which students currently use with their counselors to track high school credits, which has minimal value in helping students plan what they are going to do with their lives and how they are going to do it.

- **UCLA Center X and CSUN** are both University partners who consult on pedagogy, curriculum and leadership within LEMA, in addition to providing teacher education and professional development.
- **Urban Education Partnership (Humanitas)** will work with LEMA to modify existing Humanitas curricula (grades 9-12) to focus on a law and justice theme and adapt course offerings and assessments to LEMA's proposed master block calendar, in addition to providing teacher education and professional development.
- **Tucker, Ellis West LLP, UCLA School of Law, Southwestern University School of Law** and the **Constitutional Rights Foundation** support LEMA's Legal Related Education (LRE) initiatives, providing students with contacts and information about the legal profession, mini-lessons conducted four times a year (beginning in 9th grade) on legal issues (Dream Act, How to Get a Lawyer, Criminal misdemeanors, tickets, truancy); which students are interested in and provide real world applications. LEMA also sponsors a very successful Policy Debate Team (two of our students went to Chicago Urban Debate League National Finals last year, and we are currently in 1st place in LA) and we hope to begin Mock Trial activities with our 9th grade students (CRF).
- **UniteLA, The Los Angeles Chamber of Commerce** will assist LEMA in developing partnerships with businesses to make education more relevant for students through the Pillar initiative (career awareness, work-based learning opportunities such as job shadowing and internships, support for educators in curriculum and professional development) and connecting LEMA and LEMA students with the wealth of opportunities that exist in the City, such as HIRE LA's Youth (LA Chamber of Commerce initiative to prepare applicants to earn and retain entry-level employment; Cash for College (expand educational opportunities for low-income and first generation college students and help families pursue post-secondary education and high wage career opportunities).

To that end, our objective is to establish within eHIGH an extended High School-based program, which includes an interactive courtroom, which includes a working broadcast studio (to complement LEMA's existing film and video production lab) to provide a venue for students to demonstrate their mastery of media and technology skills, while exploring career options and applications within the LEMA career pathways. These pathways focus on the organizational and managerial knowledge and skills necessary to fill the management, business and legal career opportunities that will become available as the Baby Boom generation retires.

The interactive courtroom building will prepare students to develop authentic experiences and real world applications, working in paid internships and getting authentic work experience opportunities which will prepare them for postsecondary education and employment in these industry sectors. This will provide a venue for students to demonstrate their mastery of skills, by utilizing what they've learned in real life applications, including document creation and editing, preparing interrogatories, video depositions and preparation of witnesses, re-creations of evidence and evidentiary graphs, maps and charts; preparing and conducting trials, designing and maintaining LBG Internet and web applications, and learning commercial programs now used in legal, media arts and entertainment careers.

The state-of-the-art interactive courtroom will provide the venue for the alignment of the pathways. The facility will contain a soundproof broadcast studio with a control room and sound room that mirrors industry standards. The state-of-the-art broadcast studio will work in conjunction with the existing video production computer laboratory, to provide students with hands-on experiences to create and produce video, broadcast announcements and news. It will be designed with wiring capabilities for closed circuit broadcasting throughout LEMA. It will be used to conduct trials (in person and online for all classes, including English, History and Law). Students will interface with other students in small learning communities to create, edit and broadcast school newscasts, bulletins, and career interest stories, thus developing the technical expertise required for 21st century careers

It will be used after school for the Debate team and Mock Trial practice, and for meetings of the Student Court, LEMA Governance Council and faculty meetings.

LEMA has had exploratory discussions with the Superior Court of Los Angeles about the possibility of holding Small Claims and other special Court procedures. LEMA students, and alumni LEMA LINK students will work with law students from our partner law schools, as well as volunteer attorney representatives to assist community members in translating court documents, translating and processing forms for Small Claims Court and providing other support for the community as needed (without violating state laws about the practice of law). LEMA is located in an area of Los Angeles isolated by culture and language. Many of its residents are undocumented and speak only Spanish. As a result, they infrequently avail themselves of government services. In many cases, they are afraid to seek justice in the courts. LEMA proposes a unique program and partnership arrangement. In conjunction with the Los Angeles County Courts, LEMA will provide its new courtroom facilities as a forum for Night Small Claims Court. LEMA students, under the careful supervision of LEMA teachers, who are also attorneys, assisted by law students and lawyer/professors from one of the local universities in the area, will help plaintiffs and defendants by translating and filling out court forms. These can include the Small Claims Court documents (where attorneys are not allowed and plaintiffs must represent themselves) as well as petitions to seal juvenile records, which require students to be 18 and have no violent felonies. Such opportunities would encourage local residents to seek redress in the courts while giving LEMA students the unique opportunity to observe justice in action and apply what they have learned in their Law and Government classes in a real world setting.

Support Letters to Follow in Additional Electronic Transmission

January 5, 2010

Dear Mr. Cortines:

Humanitas at Los Angeles Education Partnership offer(s) our enthusiastic support for the Law, Leadership Entertainment & Media Arts pilot planned for the Lincoln campus. We are especially pleased to know that this design team has a strategic plan for reducing the achievement gap by employing a rigorous interdisciplinary instructional model. We are very excited about this opportunity for the young people in the Lincoln attendance area. This teacher-developed, career-themed pilot in law with a career pathway focus on entertainment is well-suited to the Los Angeles region. Students in this pilot will be able to see a direct link between their learning and potential careers, thus creating opportunities for internships and job shadowing and inspiring long-term higher education goals

This pilot will feature the Humanitas model of engaging, theme-based, team-taught lessons that have produced higher achievement and graduation rates for more than 20 years in LAUSD. They will work with Humanitas to modify existing interdisciplinary curricular programs and infuse them with a law and justice theme. LEMA's emphasis on non-fiction writing across the curriculum, vertical integration, and articulation for the teaching of fundamental skills through the grade levels will lead to the academic achievement necessary for the students to successfully complete A-G coursework, meet all graduation requirements, and prepared for post-secondary learning.

We look forward to bringing this pilot into our network of 44 Humanitas programs district wide. As such, they will have access to our professional development opportunities, civic and cultural partnerships, and experiential learning opportunities for their students. We are eager to begin this partnership and thank you for encouraging our participation.

Sincerely,

Jane Patterson

Humanitas Director

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Educational Leadership and Policy Studies Department
18111 Nordhoff Street
Northridge, CA 91330-8265

January 11, 2010

Mr. Ramon Cortines
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Superintendent Cortines:

This letter is being submitted with the intent of indicating our enthusiastic support for the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School proposal. We support and applaud the efforts of members of the local community, teachers, parents, students as well as Local District 5 and the Los Angeles Education Partnership who have participated in the development of this innovative effort to meet the needs of the students.

The ELPS Department supports this model that will both prepare students for the 21st century with the necessary academic and personal skills and at the same time ensure that the students are successful in all of their future endeavors.

The proposal submitted by LEMA reflects our mission statement which is to prepare and inspire educational leaders to maximize student learning and access. As a result we are committed to providing professional development activities that will link theory to best practices, support collaborative partnerships and promote culturally responsive leadership in a diverse environment.

As one of the most significant educational leadership programs in the Southern California area, we will provide liaison personnel to both work with and plan professional development sessions that will support all of the LEMA stakeholders in this effort.

We believe that the Law and Leadership in Entertainment and Media Arts Pilot School's collaborative approach, to involve local businesses, the community, students and parents, will yield positive results. Again, we enthusiastically support their proposal.

Should you require additional information please do not hesitate to contact me.

Ricardo Sosapavon
Ricardo.sosapavon@csun.edu
818-677-6851



Los Angeles Area
Chamber of Commerce

January 6, 2010

Mr. Ramon Cortines, Superintendent
Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Superintendent Cortines:

UNITE-LA offers our enthusiastic support for the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School proposal. We are especially pleased to know that community members, teachers, parents, students, the Los Angeles Education Partnership, LAUSD Local District Five, and a variety of corporate and non-profit partners are working together to create an innovative plan that responds to the needs of the students.

UNITE-LA believes in the school's mission to graduate each student on time, prepared to enter college and ready to engage in the 21st century workforce. We support the Community School model, which integrates a wide range of academic, mental and physical wellness, youth development, community empowerment, and social services, to ensure that students are successful. In addition, UNITE-LA strongly endorses the school's vision to engage the local business community to help improve student learning.

As a partner, UNITE-LA will assist LEMA in developing partnerships with businesses to make education more relevant for students through our Pillar initiative. Pillar partnerships match businesses, professional associations, and trade organizations with theme-based Small Schools and SLCs. Pillar will partner with the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School by:

- Training teachers and administrator on how to initiate business-education partnerships and on effective partnership strategies
- Inviting LEMA to participate in upcoming Pillar Partnership Symposia where teachers and administrators have an opportunity to meet business professionals who are interested in partnering with schools
- Offering follow-up support to initiate partnerships activities with these businesses in the areas of:
 - o career awareness (classroom speaking, participating in career fairs)
 - o work-based learning opportunities (job shadowing, internships)
 - o support for educators (serving on advisory committees, assisting with curriculum and professional development)
- Identifying potential business partners from Pillar's partnership database and facilitating introductions to the school community

- Participating in the development of “eHIGH School” which will provide an engaging training and development program to facilitate mentoring, retention, internships and workforce training.

UNITE-LA will also support LEMA through our other initiatives including:

- **HIRE LA’s Youth** - HIRE LA’s Youth and the Office of Mayor Antonio Villaraigosa, in partnership with LA Youth at Work, an initiative of the Los Angeles Area Chamber of Commerce, enable youth employment by preparing applicants ages 16-24 to earn and retain entry-level employment. L.A. Youth at Work’s three-step preparation process includes resume development, customer service skills training, workplace etiquette, application procedures, and a mock interview with employer volunteers.
- **LA Cash for College** - The City of Los Angeles, the Los Angeles Area Chamber of Commerce, Los Angeles Community College District, UNITE-LA and the Los Angeles City Workforce Investment Board work together to lead the College & Career Access Campaign to help families and their children pursue post-secondary education and high-wage career opportunities. The Campaign helps to expand educational opportunities for low-income and first-generation college students, thus helping them pursue their college and career dreams. From the College & Career Convention (fall) to the successful Cash for College Financial Aid Workshops (January/February), the components of this effort provide many opportunities to connect directly with career professionals, college recruiters, and financial aid experts.

We believe that the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School’s collaborative approach, and their vision to engage the surrounding community to support students will yield positive results. We enthusiastically support this proposal.

Sincerely,



David Rattray, Senior Vice President
Education and Workforce Development
Los Angeles Area Chamber of Commerce
President, UNITE-LA



Graduate School of Education & Information Studies

P.O. Box 951521

Los Angeles, CA 90095-1521

January 6, 2010

Dear Mr. Cortines:

The California Subject Matter Projects (CSMPs) housed at UCLA's Center X, California Reading and Literature Project, History-Geography Project, Math Project, Science Project and Writing Project, offer our enthusiastic support for the Law and Leadership in Entertainment and Media Arts Pilot School (LEMA) plan. This partnership with LEMA will make good use of our collective learning gleaned during thirty years of collaborative CSMP K-12 endeavors. The mission of the CSMPs is to provide high-quality, standards-based professional development to teachers in California with a focus on high need schools. Our goal is that all K-12 students will have access to a rich curriculum and will be able to achieve the highest standards of academic performance. We thus look forward to supporting LEMA teachers as they embark on this new venture.

In addition, we are pleased to know that the students, teachers, parents and community members, as well as the Los Angeles Education Partnership, LAUSD Local District Five, and a variety of corporate and non-profit partners are working together to create an innovative plan that responds to the needs of the students. The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs that LEMA students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a LEMA partner, we look forward to participating in collaborative efforts to ensure that the Law, Leadership in Entertainment & Media Arts Pilot School is a place where students and their families, teachers and school personnel, and the community can thrive.

Sincerely,

Jody Prisela
Executive Director, Center X

Anne Sirota
California Reading and Literature Project

Emma Hipolito
History-Geography Project

Kyndall Brown
Mathematics Project

Irene Swanson
Science Project

Jane Hancock
Writing Project



SCHOOL OF LAW
405 HILGARD AVENUE
LOS ANGELES, CA 90095-1476
Phone: (310) 825-4841

January 9, 2010

Superintendent Ramon Cortines
Public School Choice Program
Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

Re: Law and Leadership in Entertainment and Media Arts Pilot School
(Abraham Lincoln High School)

Dear Mr. Cortines,

I am delighted to offer my enthusiastic support for the collaborative plan for the Law and Leadership in Entertainment and Media Arts Pilot School. I am especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle have joined forces to create an innovative plan that responds to the needs of the students at Abraham Lincoln High School. This initiative is a wonderful opportunity for the young people of East Los Angeles. The three teacher-developed, career-themed strands in law, leadership and media arts complement the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

In my capacity as the director of UCLA School of Law's *Street Law* program, I work with law students who teach law-related topics in local area high schools. My students cover a wide range of legal topics spanning various areas, including entertainment, immigration, landlord-tenant, family, civil rights, and environmental justice. The program provides an engaging way to connect high school students to the laws that govern their daily lives. I am continually seeking to collaborate with innovative schools that represent a broad cross-section of Los Angeles, especially schools in areas which traditionally have been underserved with respect to enrichment programs. Undoubtedly, many of the law students in my class would be excited to teach in the forward-looking environment proposed by the Law and Leadership in Entertainment and Media Arts Pilot School.

Additionally, the objectives of *Street Law* dovetail with the Law and Leadership in Entertainment and Media Arts Pilot School's mission to empower young people. Through *Street Law*, law students are encouraged to fuel students' interest in higher education and to reveal educational and career opportunities that might otherwise seem foreclosed. The Community

School model, which integrates academic, mental and physical wellness, social services, youth development and community empowerment, will offer the range of services and programs that are critical for Abraham Lincoln High School students to be successful. The Law and Leadership in Entertainment and Media Arts Pilot School will give parents an authentic opportunity to become engaged, provide a space for community members to collectively respond to specific community needs, and give students a voice in advocating for themselves and for youth generally. The *Street Law* program embraces and seeks to foster all of these objectives.

I am enthusiastic about the prospect of partnering with the Law and Leadership in Entertainment and Media Arts Pilot School. I look forward to helping to create engaging opportunities for the youth of East Los Angeles and to ensure that Abraham Lincoln High School is a place where students and their families, teachers and school personnel, and the surrounding community can thrive.

Please do not hesitate to contact me if I may answer any questions or provide any additional information.

Sincerely,

Anthony J. Tolbert
Adjunct Faculty
Associate Director of Admissions & Outreach
UCLA School of Law
(310) 794-8841



TUCKER ELLIS & WEST LLP

ATTORNEYS AT LAW

515 South Flower Street Forty-Second Floor Los Angeles, California 90071-2223
phone 213.430.3400 facsimile 213.430.3409 tuckerellis.com

CLEVELAND COLUMBUS DENVER LOS ANGELES SAN FRANCISCO

Direct Dial: 213.430.3381
Email: leslie.criswell@tuckerellis.com

January 8, 2010

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

Dear Superintendent Cortines:

The law firm of Tucker Ellis & West offers its enthusiastic support for the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School proposal. It is especially encouraging to know that members of the local community, teachers, parents, students, and the Los Angeles Education Partnership, LAUSD Local District Five and other corporate and non-profit partners have joined together to develop an innovative plan designed to meet the needs of the students.

Tucker Ellis & West whole-heartedly endorses the school's goal to graduate each student on time, prepared to attend college, and ready to enter our competitive work force. We fully support the Community School model and its integration of a wide range of academic studies, mental and physical wellness, youth development, community empowerment, and social services, designed to insure that the students are successful when they leave school. Engaging the local business community to help improve student learning is critical, and we fully support that, as well.

As a partner, Tucker Ellis & West will assist LEMA in developing partnerships with local businesses and looks forward to this collaborative effort to insure that LEMA is a place where students, their families, teachers, and the community can thrive and grow.

Tucker Ellis & West will partner with LEMA by continuing to participate in the development of a law-based instructional program that integrates academic and technical preparation with career exploration and career skills development.



TUCKER ELLIS & WEST LLP

ATTORNEYS AT LAW

Mr. Ramon Cortines, Superintendent
Los Angeles Unified School District
January 8, 2010
Page 2

We believe that the LEMA Pilot School's collaborative approach, to involve local businesses, the community, students, and parents, will yield very positive results, and we enthusiastically support this proposal.

Sincerest regards,

TUCKER ELLIS & WEST LLP

Leslie E. Criswell

LEC:cmt



SOUTHWESTERN LAW SCHOOL

January 11, 2010

To Whom It May Concern:

Southwestern Law School through its Public Service Program is able to help recruit law student volunteers to teach high school students and assist with law related education programs. In addition, through coordination with our Community Outreach Office, we can provide educational field trips to our law school campus. We have experience collaborating with various schools, especially programs that have an emphasis on the law.

It is our intention to provide educational opportunities to students in our community. With law student volunteers and faculty supporting our programs, we have been successful teaching students about the law as well as encouraging youth to consider the legal profession as their future career.

If you have any questions, please contact me at: 213-738-5737.

Sincerely,

Laura Dym Cohen
Director, Street Law Clinic and Community Outreach
3050 Wilshire Blvd.
Los Angeles, CA 90010
lcohen@swlaw.edu

LEMA Pilot School Application Addendum

1. Overview

- a. **Pilot School Status:** *Describe why your school has chosen to apply for Pilot status.*

We propose to create leaders in the fields of Law and the Entertainment Industry. To do so, we need to lengthen the educational experience of our students, increase incentives for our students to succeed academically, deepen the relevance of education for our students and use equity-focused, multiple-ability, interdisciplinary instruction to raise achievement levels of all of our students. In order to achieve the structural changes in scheduling, course scope and sequence and work internships, it is essential that LEMA be granted the autonomies inherent in the pilot school structure. We wish to remain our current location on the Lincoln High School campus for the 2010-2011 school year. In 2012, our bungalows are slated for demolition as 900 of our Lincoln students will move to a new campus opening at Taylor Yards. We would like to relocate there, where the school has been designed to house multiple small schools, instead remaining in a carved out makeshift territory as a piece of a comprehensive high school.

- b. **Equity:** *Describe school policies and practices that will provide all students access to opportunities to reach high levels of achievement.*

LEMA's program will be research-based, will restructure the school calendar, curriculum alignment and provide multiple pathways for college success and career readiness and incorporate the following reforms:

- Lengthen the school day and school year via engaging, interdisciplinary instruction, law-related enrichment courses, participation in career-oriented clubs and activities and online and/or dual enrollment courses.
- LEMA's Service Learning requirement will be moved from 12th grade to 9th grade to create a law related educational experience that grounds students in our thematic core and that focuses on Civic Action for the four years they attend LEMA.
- Add a Senior Project to LEMA's graduation requirements.
- eHIGH School which will provide an engaging training and development program to facilitate workforce training and internship programs, a place to practice functional literacies, a mentoring and retention program, promote entrepreneurial skills and education and become a joint public-private center, dedicated to helping small and ethnic businesses in the community participation for LEMA students after school, on Saturdays and during vacations.
- a BRIDGE program for two years (pre 7th grade students through pre 9th grade) which operates after-school, on Saturdays and during vacations.
- a LINK program for two years after graduation (provide graduates with opportunity to earn money while providing mentoring and tutorial services for LEMA and BRIDGE students, and work on educational projects for community- based businesses.
- Increase English language proficiency for parents and community members without high school diplomas by integrating continuation school and adult school.
- Creation of a public-private center and infrastructure, eHIGH, an internship, workforce education and jobs program, dedicated to helping small and ethnic businesses share experiences, bridge business needs and share market opportunities, while providing LEMA students and graduates real world experience to acquire marketable skill sets helping small business and industry with "educational projects." (for example, offer Teen, Night Court, and Small Claims Court support for community members, mentored

by law firm partners, law students from partnering universities and LEMA students who advise and help prepare documents; LEMA students work on educational projects for community businesses, for example, build a website for a business, create a marketing campaign, and etc).

- Create a trimester, block schedule that allows students to take A-G requirements, CTE courses, intervention, enhancement and advancement classes or make up credits, while maintaining or expanding instructional minutes.
 - Implement Advisory/ACT periods to provide intervention, enhancement and advancement, strategic planning and performance reviews, career and college mentoring and ensure students eat breakfast prior to school day.
 - Eliminate Life Skills course and embed instruction in Advisory.
 - Eliminate Health course and embed instruction in Biology and PE
- Provide authentic financial incentives for all students to improve academic achievement, exemplary attendance and for improvement on CSTs (with the goal for all students to achieve proficient/advanced levels) via LEMA's eHIGH internship, workforce education and jobs program.
- Integrate professional development with curriculum development. Frontload Professional Development program with summer seminars. Eliminate Professional Development days on Tuesday to maximize consistent instructional time. PD will be delivered during in-service days (no school days for students) or on Saturdays, pending parent approval.

2. Curriculum and Instruction

- a. **Curriculum and Instruction Autonomy:** *Describe how the school will use Pilot school curriculum and instruction autonomy to maximize student learning. As part of this description, describe (1) how the school curriculum will be culturally relevant and connect to the lives of the enrolled students, and (2) how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

LEMA will create exciting, rigorous learning experiences for our students with a work-based theme based upon the Humanitas model, which uses an in-depth study of the law, media arts and technology through interdisciplinary, inquiry-based learning. Work-based learning is an educational strategy that links school-based instruction with activity that has consequences and value beyond school. Work-based learning is informed by professional workplace standards. It uses the workplace, or in-depth experience that includes employer or community input, to engage high school students and intentionally promote learning and access to future educational and career opportunities. Work-based learning can include internships, apprenticeships, workplace simulations, student-led enterprises and other opportunities in the business or nonprofit arena. Work-based learning offers opportunities and benefits that school-based academic programs typically do not. By introducing students to “communities of practice” in their areas of career interest, or providing occasions for solving problems and demonstrating skills in authentic settings, work-based learning can motivate, reinforce and augment student learning in ways not available to traditional classroom instruction.

Student Outcomes: *List what students will be expected to know and be able to do upon matriculation. What essential skills, knowledge and attributes will allow students to be successful adults in the 21st century?*

LEMA offers opportunities for students of all ethnic and academic backgrounds to participate

in a rigorous college-preparatory program, which puts strong emphasis on the English Language Arts, Social Sciences and Technology. Students will develop their knowledge and understanding through group learning as well as through individual effort, community service, and a culminating research project/seminar during their senior year.

The fields of media arts, entertainment, law and technology are probably the fastest-changing, most exciting areas of human endeavor today, offering expanding job opportunities and a hope for a better future for us all. Intense training in the different core and technology electives, hands-on learning experiences, and interaction with industry professionals will, therefore, prepare students for the demands of our complex society, to be ready to take advantage of emerging job markets, and to be able to assess for themselves what the modern world is all about.

LEMA organizational and study skill standards:

LEMA faculty will emphasize teaching and learning strategies:

- Students and teachers will use “Academic Vocabulary” and work to improve students’ vocabulary and spelling (e.g., Kate Kinsella);
- Complex Instruction for Collaborative Group work will be adopted for all classes where group work is performed (e.g. Elizabeth Cohen)
- Students will use LEMA adopted reading comprehension strategies (prediction, questioning, clarification, summarization, outlining) and writing skills (thesis statements, multiple paragraph essays (descriptive, narrative, expository and persuasive); analyze rhetoric using the Rhetorical Square and write a standardized Précis for argumentation; recognize common themes, evaluate and develop thesis statements and claims, and support their work with credible and accurate evidence from the text.
- Students will be encouraged to apply learning and reflect on the application to their lives, using textual evidence to support their claims, statements, or positions. LEMA students will be able to evaluate the philosophical, religious, political, ethical, social and legal influences of the historical experiences that shape our world and literature, and be able to write responses which demonstrate an understanding of the relationships of significant ideas and elements.

Writing to Learn (Core Content Classes)/Learning to Write (English):

LEMA faculty acknowledges that improving student literacy and achievement is not solely an English teacher’s responsibility. In English classes, students will learn to write, and demonstrate proficiency in the writing process (brainstorming, outlining, drafting, revising, editing, summarizing, publishing and presenting); write numerous multiple paragraph essays (thesis statement, introductions and conclusions, appropriate use of transitions and integration of quotations) demonstrate mastery of formats (narrative, descriptive, expository, persuasive) and prepare formal research reports.

In core content areas, students will write to learn; write timed essays (in short timeframes) to encourage growth in organization and thoughtfulness during high-pressure situations. Students will be encouraged to demonstrate proficient control of grammar, diction, paragraph and sentence structure and syntax in multiple paragraph essays in all classes.

Oral Language Skills, Internet, and Technology & Presentations:

Students are required to participate in and lead class discussions; participate actively in collaborative group work; recognize and find primary and secondary sources, and document, evaluate and properly cite original Internet and library research; develop clear research

questions and critical research strategies; create and deliver oral presentations, including increasingly more complex, original research projects (9th – 12th grades).

Critical Thinking Skills: Students are expected to demonstrate the habits of mind that ensure academic success – the willingness to experiment with new ideas and to challenge their own beliefs, seek out other points of view and apply analytical and critical thinking to their own ideas, as well as to others. Students must assume responsibility for their own learning, which includes asking for help when they need it; their participation in intellectual discussions predicated upon their ability to convey their ideas clearly, and listen and respond to divergent views respectfully.

Highly individualized learning plans are available to all students, and each student in the program will have equal access to the coursework, consistent with his/her ability and achievement level.

3. School Culture and Climate

- a. **Scheduling Autonomy:** *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff. In addition to the description of student schedules, provide a faculty calendar and schedule.*

LEMA will be using a trimester calendar. The LEMA teachers agree that the students will benefit from a block format. Alternate day blocks do not allow the teachers and students daily contact. The 4x4 is very rushed and affords so few minutes per subject that LEMA educators do not believe they will be able to deliver a quality education. It is the goal of LEMA to not only ensure high school graduation, but provide an in depth education that prepares the student for post secondary education, whether it be a four year institution, a community college or a trade school.

Each trimester would consist of 13 weeks, 5 classes and an advisory. This format allows for in school intervention, just as the 4x4 does, yet also allows for more longitudinal time in each subject. The student has 5 classes to concentrate on and will have the opportunity for 15 classes, allowing in school intervention and the opportunity to explore their LEMA major as well as prepare for AP, Honors or other advanced courses and electives. The first mester would finish for Winter Break, thus allowing the student a sense of completion and avoiding the week of re teaching before finals that currently exists with the semester extending across Winter Break. The AP tests would be given midway through the third mester, thus allowing for the intensive preparation needed for the AP courses.

The trimester schedule aligns with the LEMA goals of offering in depth, project based learning. This schedule lends itself to cross curricular teaching, an opportunity that is often impossible in the frenetic 4x4. Once a month, contingent upon parent and teacher approval, LEMA will hold an all day professional development. Our faculty prefers this approach to encourage and support meaningful professional development as opposed the cookie cutter approach the shortened Tuesdays currently provide. The effective use of the 70 minute block requires project-based, minimal lecture strategies. One day PD will allow teachers to share Best Practices and lesson study. LEMA also plans to incorporate cross curricular, Humanitas type teaching. This is a form of teaching that allows the student to see the connections throughout all subject matter. In this approach a student is concentrating on the same project for both a Science and a History class for example, enabling that student to ‘connect the dots’ so to speak as opposed to compartmentalizing each discipline. This type of teaching requires

time for teachers to coordinate projects, themes and units. Once a month, all day PD will give teachers this kind of boost. LEMA will explore partnering with ELA college and/or ELA Skills Center to provide student activities/ study hall for parents concerned with their child's activities during that day.

The trimester schedule meets the CDE requirements by providing 190 days, 66,500 minutes of academic time. LEMA will apply to the state for a waiver for the CDE requirements for PE in the 9th and 10th grade as PE will meet two out of the three mesters. There is precedence for this in schools using the 4x4 where PE meets only 2 out of 4 mesters allowing fewer overall minutes than in the trimester system.

- b. **Personalization:** *Describe how the school will ensure that all students experience individual support within a supportive learning culture. Describe how the school and its students will develop an appreciation of diversity, civic participation and conflict resolution.*

Students' Individual Learning Plans (ILP) will track student's progress in mastering the six Core Competencies and Habits of Mind using multiple measures that make the most sense for individual students throughout their school career. Each student's e-portfolio will contain both teacher-selected and student-selected work which demonstrates how he/she has grown as a learner. Although student work products will be increasingly differentiated as they progress through school, all student work at LEMA will be assessed using a series of common rubrics developed by interdisciplinary academic teams and guided by the six Habits of Mind and Core Competencies. These rubrics will determine if student work meets expectations, approaches expectations, or does not meet expectations. In the case of the last two outcomes, students will work with their Advisors to develop a strategy within the ILP for addressing learning needs and ensuring expectations are met.

Twice a year, all students will lead a family conference in which they present their work to date, discuss their strengths and challenges, speak about their future goals, and plan the strategies they will use to achieve them. The ILPs and corresponding e-portfolios will also function as important tools to gain students access to college and careers. Unlike standardized test scores, authentic multiple measures of a student's proficiency across all six Core Competencies and Habits of Mind—assembled in an e-portfolio and demonstrated in public settings—has immediate face value and establishes the student as an accomplished and capable young adult. Adapted, the e-portfolio will serve as a resume detailing internship experiences and accomplishments for future job placement.

The learning experience will be extended and deepened in an Advisory period where students will be given access to a system of incentives and privileges designed to enhance academic achievement. 9th grade students will be given extensive CAHSEE prep tutorials via Revolution Prep software and those performing at a high level will be able to earn free time and access to LEMA's video game lounge. Students who aren't making sufficient progress will be scheduled into intervention classes during lunch in addition to their Advisory period. 10th grade students who have demonstrated Proficient or Advanced status on their CST scores will become mentors to 9th graders and learn coaching strategies and mentoring techniques. 11th grade students who remain above Basic, will be given job shadowing opportunities as long as their GPA stays above a 2.5. 12th grade students who have tested above Basic will get the opportunity for paid internships with our business and legal partners.

Students will also explore a number of issues ranging from organization and study skills to peer pressure and relationships. These periods will be guided by an Advisory curriculum,

similar to the one established by the Wildwood Secondary School, and supported by a team of counseling and health specialists from UCLA. For example, the schools of Medicine, Nursing, and Public Health at UCLA could provide invaluable resources to LEMA in the form of undergraduate and graduate student interns.

4. Assessments and School Data

- a. **Assessment Autonomy:** Describe how the school will use assessment autonomy to maximize student learning, including your proposed plan to assess student performance beyond the California Standards test.

In addition to the California Standards Test and the High School Exit Exam, LEMA students will take The College and Work Readiness Assessment (CWRA), which measures how students perform on constructed response tasks that require critical thinking, analytic reasoning, problem solving, and written communication skills. The CWRA is delivered entirely over the Internet in a 90 minute proctored setting. LEMA will test freshmen in the fall and seniors in the spring. This assessment provides at the end of the first year, a measure of change between freshmen and senior years and by following the freshmen for the remaining three years, LEMA may track the progress of each successive freshman class. Most importantly, the CWRA allows LEMA to compare the value-added results from our school to results at other, similar institutions and to college freshmen in a national sample of colleges and universities.

The CWRA allows LEMA to gauge where and when the greatest gains are occurring, both taking a cross-sectional look at the relative performance of different grades that year and tracking the performance of individual students over time. The CWRA provides results after each class is tested. After freshmen are tested in the fall, the CWRA reports results that compare LEMA's freshman class's performance to freshman classes at similar participating schools. After LEMA seniors are tested in the spring, the CWRA reports on students' estimated growth between freshman and senior years, including comparisons with other participating schools.

- b. **Graduation Requirements:** *For middle and high schools, describe proposed graduation requirements including how student progress will be measured to determine that they are ready to graduate.*

The Law, Leadership in Entertainment & Media Arts Academy's interdisciplinary, college preparatory curriculum prepares all Academy students to:

- Goal: Mastery of UC/CSU College and Career Competencies and Habits of Mind
- Satisfy all LAUSD & LEMA Graduation Requirements, including the CAHSEE (California High School Exit Exam), Applied Technology, Computer Literacy, Career Pathway and Service Learning Requirements; SENIOR PROJECT
- Fulfill the A-G Requirements and meet university acceptance standards with 11/15 A-G requirements completed by end of 11th Grade with C or better. Students are prepared to enter UC/CSU and private universities or colleges with an individualized C/IGP (enhanced College/Career IGP) with timelines, goals and requirements kept up to date by student and Advisor.

- Complete a SENIOR PROJECT worthy of presenting to potential employers or college entrance. All LEMA Students are encouraged to take Advanced Placement or Dual Enrollment Community College classes.
- Prepare students for academic studies or for immediate employment in law and leadership positions in business or government careers (Law/Leadership) or in Entertainment & Media Arts for those students who enter the work force after high school graduation.

The Law, Leadership in Entertainment & Media Arts curriculum incorporates our philosophy of interdisciplinary, thematically sequenced courses that challenge students with relevant course work, link multiple subjects and foster mastery in chosen career pathways by integrating CTE courses, applying skills learned in CTE courses in core subjects in internships and job opportunities.

5. Professional Development Program

- Professional Development Autonomy:** *Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.*

The LEMA teaching staff believes that drive-by professional development after a long school day is probably the most ineffective way to unify and inspire a staff. In most businesses, at the beginning of a fiscal year, management presents their strategic plan to the employees. Thus, we will frontload our professional development by requiring teachers to attend a 5 day collaborative curriculum workshop before the school year begins. A professional development committee will advise LEMA on how to improve our school. Professional development should be inspirational. LEMA seeks to first find out what its staff wants in a professional development program and then deliver it. In addition, we need to seek out great teaching and present it to our colleagues. Our mission should be to rouse our staff to find more ways to engage our students. Together, we can create experiences that will remind us why we chose this great profession.

Toward this end we will eliminate PD days on Tuesdays. Students will attend classes 5 days a week for 6 and a half hours per day – and enroll in after school programs for intervention, enhancement, or advancement. PD requirements will be met during Saturday PD time for teachers every 2-3 weeks to discuss student performance, work on collaborative lessons etc and enhanced monthly or quarterly PD days where there is no school for students, but teachers are given intensive seminars in core shared curricular strategies etc Given UCLA's long history of working alongside teachers in classrooms in order to help strengthen professional practice, LEMA faculty will have access to a variety of professional development resources. For example, UCLA's Center X is the home of five California Subject Matter Projects (CSMPs) that sponsor content-based and pedagogy focused institutes that support the content standards as well as the California Standards for the Teaching Profession.

6/9. Professional Culture and Staffing Plan

- Staffing Autonomy:** *Describe how the school will use staffing autonomy to create the optimal learning culture for students and fulfill the school's instructional priorities. Detail how your staffing pattern will ensure adequate instruction and services to all students including specialized populations as defined in Section 7.*

Teachers at LEMA will also be given opportunities to engage in leadership at the school

site and multiple opportunities to engage in their own professional development and growth. A school-wide goal will be to help teachers create satisfying career pathways that keep them connected to the school site—not on their way up into higher status jobs available at other levels of the educational system. To support this retention strategy, LEMA will develop a 360 degree peer review and assessment system based on teachers' ILPs. In addition, the school will carefully craft a performance-pay system that rewards highly-qualified and successful educators who choose to stay in the classroom and at the school site. These systems will be fair, strategic and developed in close collaboration with UTLA—building on the growing national movement to professionalize teaching and support teacher leadership (e.g., Center for Teaching Quality, 2007).

LEMA will realize efficiencies from the small school model and be able to immediately implement those savings into their instructional program. The table below will illustrate the staffing model for the LEMA Pilot School.

430 students
18 classroom teachers
2 special ed teachers
4 special ed aides
2 counselors
2 clerical
1 principal
1 coordinator

9/10. School Governance and Leadership Plan

- a. Governance Autonomy:** *Describe how the school will use governance autonomy to create a culture of shared leadership and decision making focused on high expectations for student performance. Describe the process for gaining faculty input into decisions.*

LEMA will adopt and model the best practices of a university campus (education) and corporate structure (business) to provide guided practice and modeling on a daily basis to and for our students of what “real life” looks like. Regardless of discipline, LEMA’s focus will be on the product (student), the service (educators) and our management structures will demonstrate those foci. While the principal is the titular head of the school, we believe that the strongest leaders are visionaries who collaborate with and inspire school communities to improve continually, not wait for the latest district directive, mandate, curricular offerings or assessments, not wait for the end of the semester to make necessary changes, or the end of the school year. We recognize that success is more than academic achievement on standardized tests – success is a student who knows what they want and can plan their way to reach their goals.

Meetings will be open to all and held weekly – and will be held to a minimum. The school governance and structure will demonstrate LEMA’s focus on students; administrators should be in the classrooms, teaching their students or observing and supporting the teachers who are in the classroom. The proposed structure will be organized to share leadership and decision making responsibilities, which is student-focused on success and achievement, and unity and community. Faculty and parents will have opportunities to provide input on all decisions made for the benefit of students. Governance responsibilities will be carefully and specifically delineated accountability, and meetings will be held to a minimum – as often as necessary to keep everyone

informed. All meetings and committee meetings will be posted at least two days in advance; regular meetings will be calendared monthly and held so that parents can attend and all Agendas and Minutes will be posted on the school website.

- b. Governing Council:** *Describe the composition of the Governing Council and how members will be selected.*

Governance Board of Directors – This group will be responsible for the governing of the school. It will be comprised of the principal, 4 teachers, 1 classified staff, 4 parents, 4 students (one representative from each grade level), 2 community members, and several university representatives. The Board will oversee: budget, staff contracts, school policies and procedures, including the election-to-work agreements, the school calendar, principal and teacher hiring and evaluations, ensuring that all decisions made will support and maintain LEMA's mission, purpose, culture and climate. The Board will meet monthly (at a minimum) and as needed. By-laws will be created after its formation. Each member of the Board will chair one of the school Committees, be responsible and accountable for scheduling and holding meetings, however to avoid conflicts of interest at the school site, the chairperson of the Board will be selected from among the community and university representatives. All meetings will be scheduled in advance with notice provided to all and reporting to all on the recommendations and/or decisions. Decision topics that affect the entire school will be brought before the Board of Directors, who will take all Committee and community input into consideration when making decisions. Members of the Board will serve for two years, and board members will be elected by their representative groups (on an alternating schedule for vacancies – so only 1/3 or 1/2 of board retires and is elected).

- c. Principal Hiring and Evaluation:** Describe the process by which the principal will be selected and evaluated annually by the Governing Council.

LEMA's principal will have a strong record of exemplary teaching and leadership skills. He or she will be responsible for supporting and engaging teachers as leaders and professionals, guided by an ILP that keeps track of his or her progress. A model of distributive leadership will permeate the school and set a tone for shared commitment to and responsibility for student learning. The principal will also work closely with the community, Board, and other governing bodies. LEMA will comply with the Education Code and the state standards for a principal to outline the evaluation process. The principal will draft goals for the year in collaboration with governing board and hold conversations throughout the year to evaluate their progress. In addition, an annual survey approved by the governance board will be completed by the school community to provide as additional feedback for the evaluation process.

12. Finances

- a. Budget Autonomy:** Describe how the school will use budget autonomy to maximize improved student performance and a professional, collaborative learning community. State how the school will maximize learning through directing budget resources to lowering class size and student loads for teachers.

LEMA will use budget autonomy for three purposes. First, we will hire only the most highly qualified teachers. Second, we will expand resources for students, such as technology and online learning management systems. Third, we will enhance professional development by bringing in UCLA Subject-Matter experts. The needs of the

students always come first; so budgetary considerations will be centered on student achievement, safety, and needs. Our goal is to graduate students prepared for higher education and ready to enter the workforce. The process will begin with looking at our projected numbers of students and what classes they will need. Following on from that, we will be able to assess staffing and scheduling needs, which will lead to hiring decisions. After those decisions, we will address our complex-wide responsibilities, such as our portion of cafeteria, library, and security. Finally, purchasing will be addressed, including technology, facilities (tables & chairs), and expendables (such as art supplies, paper, printer toner, etc.). Our staff has been actively seeking grants, including Ford Foundation, UCLA Teacher Initiated Inquiry Project grant to provide to teacher professional development and California State Partnership Academy grants and was recently awarded a \$61,000 Perkins Grant.

1.1.10

Dear Mr. Cortines,

As the program manager for the Drucker Institute, based at Claremont Graduate University, I enthusiastically support the collaborative plan for the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School. I am especially pleased to know that community members, teachers, parents, students, the Los Angeles Education Partnership, LAUSD Local District Five, and a variety of corporate and nonprofit partners are working together to create an innovative educational plan that responds to the needs of the students.

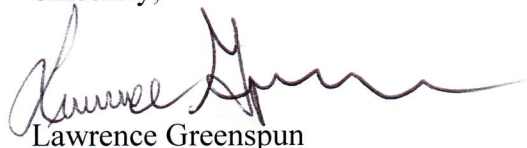
I am very excited about this opportunity for the young people of East Los Angeles. The teacher-developed, career-themed strands in law, leadership, and media arts are an apt complement to the community's plan for the East Los Angeles Education Empowerment Zone of Choice. And as a former educator myself, I am most impressed by proposal being developed for the LEMA Pilot School.

The community-school model, integrating academic, mental and physical wellness, social services, youth development, and community empowerment, will provide the range of programs and services the students require and deserve. Furthermore, a community school offers parents an authentic opportunity to become engaged in their children's education, provides a space for the community to work together to address specific community needs, and gives students a voice as self-advocates, an essential element in their development as effective citizens.

As a LEMA partner, the Drucker Institute looks forward to participating in and supporting collaborative efforts to ensure that the Law, Leadership in Entertainment and Media Arts Pilot School is a place where students and their families, teachers and school personnel, and the community at large can thrive.

Thank you for encouraging our participation.

Sincerely,



Lawrence Greenspun
Program Manager

Rick Wartzman
Executive Director

Board of Advisors

Bob Buford, Chairman
John Bachmann
John Byrne
Cecily Drucker
Doris Drucker
Allison Graff-Weisner
Joseph C. Hough, Jr.
Nobuhiro Iijima
Ira Jackson
Jody Greenstone Miller
Seung-Woo Nam
C. William Pollard
Minglo Shao
Craig Wynett

Brett Flater

4230 South Centinela Avenue, #304 • Los Angeles, California 90066
phone 310.903.2545 e-mail brettflater@urbandebate.org

January 9th, 2010

Mr. Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90066

Dear Superintendent Cortines,

I am pleased to offer my unwavering support for the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School Proposal. As an individual who continues to work to improve education in Los Angeles, I am excited to see a proposal that brings together teachers, students, parents, community members, business leaders, and non-profit partners. The mission and the approach of LEMA is another opportunity for young adults in Los Angeles to be part of a school that addresses the needs of the students and the community.

I'm also excited to see a proposal that supports the development of debate related curriculum. As you know, debate can play an important role in the educational experience for many of our students. Both local and national data prove the educational benefit that debaters receive through their participation. LEMA's desire to work with organizations to provide debate related curriculum is an acknowledgement of their commitment to use research proven methods of instruction.

As an educator who continues to work to provide students with an opportunity to participate in debate related activities, I am confident in LEMA's ability to partner with organizations that provide support to school based debate programs. Such partnerships will help enrich the curriculum while also engaging community members.

I believe that this approach will result in meaningful opportunities for the Law and Leadership in Entertainment and Media Arts (LEMA) Pilot School and am committed to supporting them in every way possible. I enthusiastically support this proposal.

Sincerely,



Brett Flater
Executive Director, Los Angeles Metro Debate League

THE LAW, LEADERSHIP IN ENTERTAINMENT AND MEDIA ARTS PILOT

Assurance i
LEMA

January 11, 2010

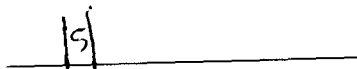
Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017


Dear Superintendent Cortines:

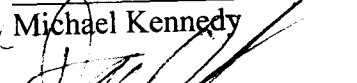
As an internal applicant, The LEMA Pilot School is a group of teachers from within LAUSD and supported by Local District 5 and we are a not for profit entity.

Sincerely,

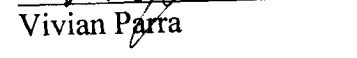
The LEMA Design Team

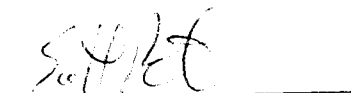

Nora Kaing


Beth Kennedy



Michael Kennedy

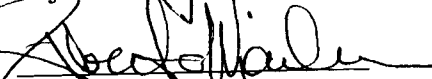

Dain Olson


Vivian Parra


Scott Petri


Ana Maria Romero


Rajeev Talwani


Roberta Mailman

THE LAW, LEADERSHIP IN ENTERTAINMENT AND MEDIA ARTS PILOT

Assurance ii LEMA

January 11, 2010


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

Dear Superintendent Cortines:

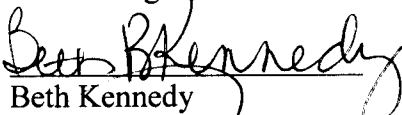
The LEMA Pilot School located at Abraham Lincoln High School will enroll the requisite number of students coming from the attendance area of Abraham Lincoln High School including students with disabilities will be served first and foremost.

Sincerely,

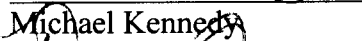
The LEMA Design Team



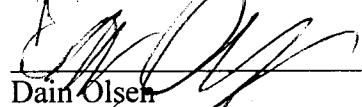
Nora Kaing



Beth Kennedy



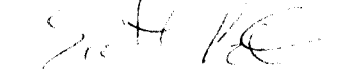
Michael Kennedy



Dain Olsen




Vivian Parra



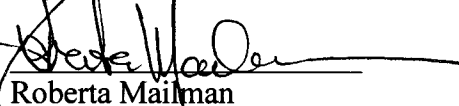
Scott Petri



Ana Maria Romero



Rajeev Talwani



Roberta Mailman

THE LAW, LEADERSHIP IN ENTERTAINMENT AND MEDIA ARTS PILOT

Assurance iii
LEMA

January 11, 2010


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

Dear Superintendent Cortines:

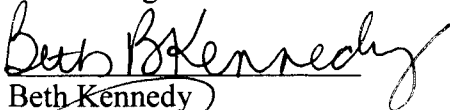
We agree that the student composition at LEMA will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, 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.

Sincerely,

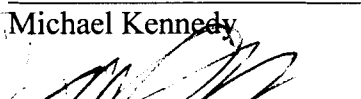
The LEMA Design Team



Nora Kaing



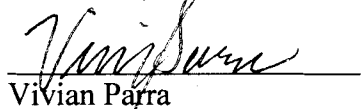
Beth Kennedy




Michael Kennedy



Dain Olsen



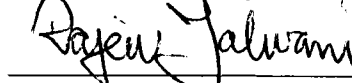
Vivian Parra



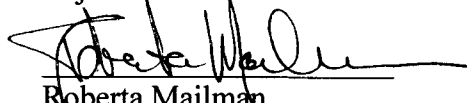
Scott Petri



Ana Maria Romero



Rajeev Talwani



Roberta Mailman

THE LAW, LEADERSHIP IN ENTERTAINMENT AND MEDIA ARTS PILOT

Assurance iv
LEMA

January 11, 2010


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

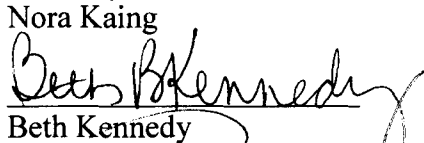
Dear Superintendent Cortines:


We 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,

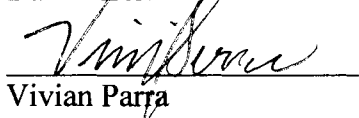
The LEMA Design Team


Nora Kaing


Beth Kennedy

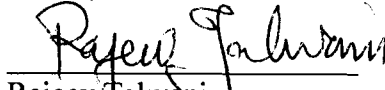

Michael Kennedy

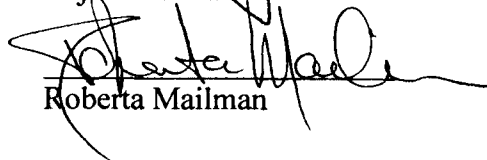

Dain Olsen


Vivian Parra


Scott Petri


Ana Maria Romero


Rajeev Talwani


Roberta Mailman