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## Headquarters

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Founded 1983

January 6, 2010

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

Dear Superintendent Cortines:

The Youth Policy Institute is pleased to submit this application to the Los Angeles Unified School District as part of the Public School Choice process to operate San Fernando Middle School beginning in 2010-11. As part of this proposal, the Youth Policy Institute includes the following signed statements below. As Executive Director for the Youth Policy Institute, I am authorized to sign on behalf of the agency.

The Youth Policy Institute will enroll the requisite number of students from the impacted campuses that the underperforming school is intended to relieve. Students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

The Youth Policy Institute agrees that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

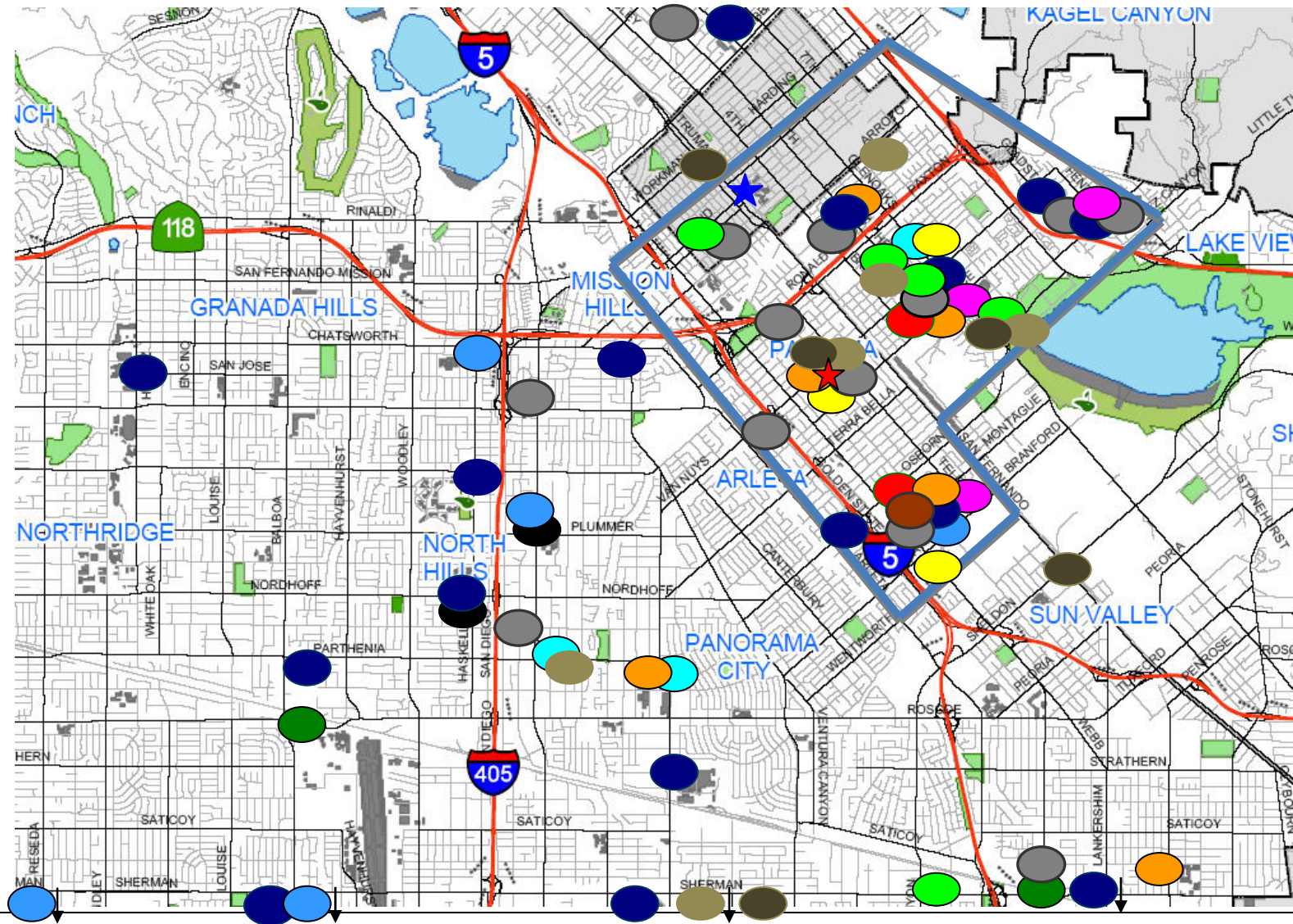
The Youth Policy Institute agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. YPI understands that all public schools formed or approved by the District are required to use the District's 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,

A handwritten signature in black ink, appearing to read "Dixon Slingerland", with a horizontal line extending to the right.

Dixon Slingerland  
Executive Director

# Youth Policy Institute - San Fernando Valley



- Afterschool Programs
- Family Technology Project
- AmeriCorps (school-based tutoring, community service)
- Supplemental Educational Services (K-12 tutoring)
- Family Development Network (and Full-Service Community Schools)
- Workforce Development (Summer Youth Employment, NCLR AmeriCorps, ARRA Subsidized Employment)
- U.S. Dept. of Education GEAR UP (Sepulveda Middle/Monroe High)
- Carol White Physical Education Program (U.S. Dept. of Education)
- Day Laborer Centers
- Bert Corona Charter Middle School
- U.S. Dept. of HHS Communities Empowering Youth
- Preschool
- Reconnections Academy
- Vocational Bridge Training
- San Fernando Valley Poverty Initiative
- ★ YPI Center
- ★ San Fernando Middle School

# San Fernando Middle School

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

### High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)  List the subgroups.	Strategies/Activities  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.	Resources/Proposed Funding Sources  Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Means of Evaluating Progress  Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Staff Responsible  Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?	Start/Completion Date  Indicate when the strategy will be implemented and projected date of completion.																																															
<b>Increase the number of schools that meet or exceed their API targets</b>  <u>2008-09</u> 282 out of 613 = 46%	10%																																																					
<b>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</b>  <b>% Proficient/Advanced CST ELA by grade:</b>  <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 2 –</td><td>44%</td><td>48%</td><td>+4%</td></tr><tr><td>Grade 3 –</td><td>29%</td><td>34%</td><td>+5%</td></tr><tr><td>Grade 4 –</td><td>45%</td><td>51%</td><td>+6%</td></tr><tr><td>Grade 5 –</td><td>37%</td><td>42%</td><td>+5%</td></tr><tr><td>Grade 6 –</td><td>33%</td><td>37%</td><td>+4%</td></tr><tr><td>Grade 7 –</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 8 –</td><td>31%</td><td>31%</td><td>0%</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>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 2 –	44%	48%	+4%	Grade 3 –	29%	34%	+5%	Grade 4 –	45%	51%	+6%	Grade 5 –	37%	42%	+5%	Grade 6 –	33%	37%	+4%	Grade 7 –	34%	38%	+4%	Grade 8 –	31%	31%	0%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%	10%	<b>Hispanic ELL Economically Disadvantaged SWD</b>  ELA: 1) Explicit instruction in grammar and vocabulary and daily Success for All 2) Data Driven Instruction: Teacher implements a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CST, CELDT, etc.) and provide continuous information about student progress towards standards (ex. NWEA MAPS or Pearson G ● RADE and G ● MADE). Additional literacy assessment programs will be the Developmental Reading Assessments and a higher frequency (weekly) program such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The assessments will inform student grouping, lexile levels, intervention and enrichment needs, and pre-teaching and re-teaching needs. Furthermore, teachers will be able to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. They will either have access to standards-based test item banks, or computer-based adaptive assessments (e.g. I Can Learn) that provide ongoing data about students’ real-time mastery of grade level standards.	1) Grammar text books English Workshop, First Course, Second Course, and Third Course (Holt, Rinehart and Winston) Vocabulary textbooks Vocabulary for Achievement, Second Course and Third Course (Great Source, a Houghton Mifflin Company), and, for the advanced student, Vocabulary Workshop, Level F and G (Sadlier-Oxford). Success for All professional development & resources ADA FUNDING 2) Benchmark diagnostic assessments (ex. NWEA MAPS), DRA, DIBELS (6 <sup>th</sup> grade), faculty-designed rubrics/checklists for projects/et al. ADA FUNDING 3) After school program funded through YPI	Students ‘on track’ at the end of each grade or critical grade-level span in reading, writing, and mathematics  <b>Grades 2, 3, 4, 5/6:</b> Language Arts: • % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	1) Faculty implement lessons related to the grammar/vocabulary texts and other ELA curricula. Dept head monitors teacher implementation. 2) Principal & Asst Principal (P & AP) determine and schedule benchmark diagnostic assessments. AP leads faculty in analyzing these and other assessment data monthly, and AP assists faculty in determining teaching strategies to target needs. Faculty implement teaching methodologies and conduct action research to determine impact of the choices, then shares best practices/challenges with faculty to learn from each other. AP evaluates the action research/teacher collaboration process as needed. 3) AP communicates data on student needs to afterschool tutoring program to align instruction.	1) Spring: Faculty are given the curricular resources and familiarize selves with materials 2) Spring: P and AP begin collecting best practices in teaching from similar demographic (but successful) schools and from research – ongoing process; Spring, after students register for fall 2010: P and AP collect and analyze test results and implement a plan to test students as needed to paint a clear picture of needs/strengths with all testing done before 8/10. At August institute: AP shares student data and analyses with faculty and introduces data driven instruction plan for the year. Monthly Sept-June,
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			3) AFTERSCHOOL: YPI’s tutoring program and homework club targets student needs in Mathematics. Additional enrichment classes already designed and implemented at other school that develop logic and problem-solving and arithmetic include Junior Achievement, Chess/Domino Club, Gamers Club.				AP leads Data conferences and shares best practices to support teaching and student learning. 3) YPI and AP begin design of afterschool program finalizing in August in light of anticipated student needs.																																																				
<p><b>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</b></p> <p><b>% Proficient/Advanced CST Math by grade:</b></p> <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><tr><td>Grade 2</td><td>56%</td><td>57%</td><td>+1%</td></tr><tr><td>Grade 3</td><td>57%</td><td>60%</td><td>+3%</td></tr><tr><td>Grade 4</td><td>58%</td><td>59%</td><td>+1%</td></tr><tr><td>Grade 5</td><td>48%</td><td>53%</td><td>+5%</td></tr><tr><td>Grade 6</td><td>31%</td><td>35%</td><td>+4%</td></tr><tr><td>Grade 7</td><td>28%</td><td>28%</td><td>0%</td></tr><tr><td>Gen Math</td><td>15%</td><td>17%</td><td>+2%</td></tr><tr><td>Algebra 1</td><td>17%</td><td>19%</td><td>+2%</td></tr><tr><td>Geometry</td><td>11%</td><td>14%</td><td>+3%</td></tr><tr><td>Algebra 2</td><td>13%</td><td>14%</td><td>+1%</td></tr><tr><td>HS Math</td><td>29%</td><td>30%</td><td>+1%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	35%	37%	+2%	Grade 2	56%	57%	+1%	Grade 3	57%	60%	+3%	Grade 4	58%	59%	+1%	Grade 5	48%	53%	+5%	Grade 6	31%	35%	+4%	Grade 7	28%	28%	0%	Gen Math	15%	17%	+2%	Algebra 1	17%	19%	+2%	Geometry	11%	14%	+3%	Algebra 2	13%	14%	+1%	HS Math	29%	30%	+1%		<b>Hispanic ELL Economically Disadvantaged SWD</b>	<p>MATH:1) Teach through problem-solving: present complex problems, let students work/discuss teacher listens/scaffolds, students present and justify/evaluate methods, teacher summarizes and class then individually practices problems practicing the acquired skills. Students individually or in groups work through curricular ‘investigations’ atht guide students in developing conceptual understanding through activities and gradually more complex questions.</p> <p>2) Direct instruction and guided investigations that utilize manipulatives and multiple representations to allow different learning styles and prior knowledge levels multiple modalities of learning</p> <p>3) Data Driven Instruction: analyze student assessment information from tri anual diagnostic assessments (ex. NWEA Maps or Pearson GRADE/MADE) and group students by needs, provide strategies 1 and 2 focused on filling gaps in understanding and challenge students beyond current levels of skill</p> <p>AFTERSCHOOL: YPI’s tutoring program and homework club targets student needs in</p>	<p>1 &amp; 2) Connected Math curricular materials for faculty and students, resources for faculty including: Van De Walle’s Elementary &amp; Middle School Mathematics: Teaching Developmentally and About Teaching Mathematics: A K-8 Resource by Marilyn Burns. Manipulatives, technology incl virtual manipulatives and geometer’s sketchpad.</p> <p>3) Benchmark diagnostic assessments (ex. NWEA MAPS), Connected Math assessments, I Can Learn, faculty-designed tests/quizzes/project rubrics. ADA</p> <p>3) After school program funded through YPI</p>	<p><b>Grades 6/7-8:</b></p> <ul style="list-style-type: none"><li>% of students scoring proficient or above on the Periodic Assessments</li></ul> <p><b>Grades 9 and 10:</b></p> <ul style="list-style-type: none"><li>Increase the % of students scoring proficient or above on the periodic assessments</li></ul> <p><b>Grade 11:</b></p> <ul style="list-style-type: none"><li>Increase the % of students “ready for college” on the Early Assessment Program (EAP) of Readiness for College English</li></ul> <p><b>Grade 9-12:</b></p> <ul style="list-style-type: none"><li>Increase the number of students on-track in terms of credits earned</li></ul>	<p>) Faculty implement lessons related to the Connected Math. Dept head monitors teacher implementation.</p> <p>2) Principal &amp; Asst Principal (P &amp; AP) determine and schedule benchmark diagnostic assessments. AP leads faculty in analyzing these and other assessment data monthly, and AP assists faculty in determining teaching strategies to target needs. Faculty implement teaching methodologies and conduct action research to determine impact of the choices, then shares best practices/challenges with faculty to learn from each other. AP evaluates the action research/teacher collaboration process as needed.</p> <p>3) AP communicates data on student needs to</p>	<b>SAME AS ABOVE</b>
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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%		2008	2009	Change	Grade 8	25%	30%	+5%		2008	2009	Change	Grade 9	16%	19%	+3%	Grade 10	19%	24%	+5%	Grade 11	8%	8%	0%		2008	2009	Change	Grade 11	25%	32%	+7%	10%	<p><b>Hispanic ELL Economically Disadvantaged SWD</b></p> <p>SCIENCE:</p> <p>1) SEPUP constructivist, problem-based approach to active construction of knowledge through student’s own inquiries, investigations, and analyses. Students conduct hands-on experiments with materials and organisms to answer the questions posed.</p> <p>2) Science notebook use (writing across curriculum): Students write about and reflect on active learning experience to deepen conceptual understanding and utilize new vocabulary</p> <p>3) Concept cards/Content Chart: students maintain their own cards and contribute to the class chart after each active learning experience to demonstrate understanding of key concepts</p> <p>4) Science terms reinforced by teacher guided of ‘word bank chart’. Teacher works with students to refine definitions, explicitly discuss meanings of words, and resolve issues with scientific language.</p> <p>5) Project-based learning: SEPUP experiments expanded into projects to allow students to answer their own questions and connect science learning with personal interests</p> <p>6) Data Driven Instruction: utilizing tri annual diagnostic assessments (ex. NWEA MAPS, Pearson GMADE/RADE) and ongoing analysis of SEPUP’s formative, summative and embedded assessments that are standards-aligned and reveal student strength/need</p> <p>7) AFTERSCHOOL: YPI’s Insane Science Club develops student skills and knowledge in the</p>	<p><b>SCIENCE 1-5) SEPUP</b></p> <p>Curriculum, funded by ADA, professional development in SEPUP funded by ADA</p> <p>6) Benchmark diagnostic assessments (ex. NWEA MAPS), SEPUP assessments, faculty-designed tests/quizzes/project rubrics funded by ADA</p> <p>7) After school program funded through YPI</p> <p><b>HISTORY/SOC STUD</b></p> <p>1) Books for faculty: Understanding by Design, Wiggins &amp; McTighe (2005), online resources funded by ADA</p> <p>2) History Alive! curricular resources and computer-based, subscription based data base of journals/articles such as djinteractive for students &amp; faculty funded by ADA</p> <p>3) Benchmark diagnostic assessments (ex. NWEA MAPS), History Alive assessments, faculty-designed tests/quizzes/project rubrics funded by ADA</p>	<p>• See monitoring indicators for CST on page 34</p>	<p><b>SCIENCE: 1-5)</b> Select faculty experience SEPUP &amp; NSF professional development and share with school</p> <p>5-6) AP leads problem-based learning of teachers and Data Driven Instruction, Science dept head leads intro to SEPUP</p> <p>7) After school program administered by YPI in coordination with P and AP</p> <p><b>HISTORY/SOC STUD</b></p> <p>1) AP leads Backward Design professional development</p> <p>2) Select faculty receive History Alive! professional development and share w/ dept, Dept Head train teachers on database to identify multiple resources to supplement learning</p> <p>3) AP leads Data Driven Instruction and Dept Head follows up as needed</p>	<p>Spring: Science faculty will receive SEPUP curricular resources/materials and History faculty will receive History Alive! resources and all will receive articles on teaching in the Block and problem-based learning. In August faculty come together to share best practices and identify individual professional development needs to address over the coming year, Science and History dept head schedules as needed professional development during weekly shortened days</p>
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			sciences. SOCIAL STUDIES/HISTORY: 1) Backward Design approach to project design to ensure all standards incorporated. Guidelines described in <i>Understanding by Design</i> (Wiggins & McTighe, 2005, 1998) 2)History Alive standards-aligned curriculum provides problem-based, constructivist lessons that helps students connect learning to personal interests and build upon background knowledge/skills. Students involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; the multiple assessments (project/paper/presentation/test) represent the skills and knowledge they gained, which fulfill explicit standards-based educational goals 3) Data Driven Instruction: tri annual diagnostic assessments (ex. NWEA MAPS, Pearson GMADE/RADE) and standards-based rubric evaluation of student projects will inform student grouping, lexile levels, intervention and enrichment needs, and pre-teaching and re-teaching needs.																
<p><b>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</b></p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Cha</u></td></tr><tr><td>ELA</td><td>33%</td><td>31%</td><td>-2%</td></tr><tr><td>MATH</td><td>42%</td><td>40%</td><td>-2%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Cha</u>	ELA	33%	31%	-2%	MATH	42%	40%	-2%	-10	<b>Hispanic ELL Economically Disadvantaged SWD</b>	1) Family services and involvement: research shows that family support of students is essential for student success and families that receive appropriate and needed social services are in a better position to support their children. YPI has systems in place to provide a) parent education on concrete steps that impact children's academic success, b) social service resources, and, c)	1) YPI Program Services (see Org Chart)  2) Success For All curricular resources, professional development and TERC 4 <sup>th</sup> -6 <sup>th</sup> grade resources funded by ADA	• See monitoring indicators for CST on page 34	1) YPI program Staff (see Org Chart) 2) P and AP plan the purchase/prof dev calendar related to Success for All, ELA faculty implement with dept head monitoring implementation. AP has TERC materials available for	Spring: YPI meets with P to create implementation calendar regarding the coordination of afterschool and community service options for school families.
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Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

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			<p>accessible school community that enables parents to readily become involved</p> <p>2) Success For All, The Reading Edge program: students will be tested to determine reading level and grouped accordingly in an elective Reading Edge course intended to bring students to grade level, and TERC as supplemental math program to build number sense and basic conceptual understanding.</p> <p>3) Teaching strategies:</p> <p><u>High Expectations:</u> By believing in and identifying each student's potential, teachers then utilize the student's strengths to help him/her reach this potential.</p> <p><u>Reality-Based Teaching/Learning:</u> Helps build bridge between school and home, helping students see relevance to their learning. Curricular choices and efforts will always be made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.</p> <p><u>Active Learning:</u> Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who "learn" to please or to simply pass. A student-centered classroom where students take an active role in their education, gives students choices and options to direct their learning, fostering more engaged students.</p> <p><u>Varied Grouping:</u> "Pigeon holing" students in stagnant groups for the entire year or semester, is often a detriment for the student. Research supports practices where groupings are often varied</p>	3) Teaching strategies from school documents and research articles/books funded by ADA		<p>below grade level intervention</p> <p>3) P &amp; AP share teaching strategies info and Dept Head &amp; AP monitor by visiting classrooms and guiding teachers in action research and implementation of differentiated instruction</p>	<p>Spring: AP and P coordinate Success For All implementation, August teacher training in Success for All, ongoing (weekly, as needed) monitoring to assess additional professional development needs. Spring: AP creates packet describing teaching strategies &amp; differentiated instruction, share w/ faculty in Aug, update packet ongoing, as new info available</p>

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			<p>from homogeneous to heterogeneous, and changed often with different activities.</p> <p><u>Cooperative Learning:</u> Students learn well from each other in an environment with respectful behavior. A classroom environment with explicit guides of conduct is essential and opportunities should then be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.</p> <p><u>Metacognition:</u> Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Students develop this ability through the school's emphasis on reflection in project-based learning and the FOSS curriculum. Teachers model effective learning strategies, demonstrating how and when to use these strategies and teaching why they are important for their success.</p> <p><u>Varied Assessment:</u> As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book test, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student's knowledge. The wider the variety of</p>				



# San Fernando Middle School

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			assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student's understandings. <u>Direct Instruction:</u> As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned. Teachers clearly communicate goals, structure tasks, provide concrete experiences to enhance concepts, demonstrate algorithms and steps, monitor student progress explicitly in portfolios, provide student practice and teacher feedback daily.																								
<p><b>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</b></p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>9.3%</td><td>9.2%</td><td>-.1%</td></tr></table> <p><b>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.</b></p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African Americans</td><td>6.6%</td><td>6.6%</td><td>.0%</td></tr><tr><td>Hispanics</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		9.3%	9.2%	-.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanics	6.9%	7.0%	.1%	<p>varies by school</p> <p>varies by school</p>	<p><b>Hispanic ELL Economically Disadvantaged SWD</b></p>	<p>To increase identification of gifted students (GS) in all subgroups, we will utilize the following observations: 1) GS tend to get their work done quickly and may seek further assignments or direction. 2) GS ask probing questions that tend to differ from their classmates in depth of understanding and frequency. 3) GS have interests in areas that are unusual or more like the interests of older students (Maker, 1982). In addition, staff will utilize the research of Renzulli (1986) who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity, and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or visual arts, or in the performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research. Our project-based curriculum that strives to connect students' personal interests/strengths with learning activities</p>	<p>Library of resources for faculty including: Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students (Reis, Burns, &amp; Renzulli, 1992); It's About Time: Inservice Strategies for Curriculum Compacting (Starko, 1986); Teaching Gifted Kids in the Regular Classroom (Winebrenner, 1992); Fostering Independent Creative Learning: Applying Creative Problem Solving to Independent Learning (Treffinger &amp; McEwen, 1989) ; Reach Each You Teach II: A handbook for Teachers. (Treffinger,</p>	<ul style="list-style-type: none"><li>• Number of state identified Gifted students</li></ul>	<p>AP to ensure gifted-related resources available to faculty. Dept Head to schedule quarterly meeting related to gifted teaching in core subjects. AP/P to monitor gifted learning in monthly data conferences</p>	<p>AP locates and purchases resources. August Institute, AP introduces info related to gifted identification &amp; teaching strategies in Data Driven Instruction topics, Quarterly meetings in dept heads related to subject-specific gifted id and teaching/learning, monthly Data conferences related to ID and achievement growth</p>
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			provides opportunities for students to demonstrate their giftedness in areas beyond the traditional core areas, thus affording teachers the opportunity to then engage students in developing their skills in additional content areas utilizing strategies such as encouraging in-depth learning of a self-selected topic, engaging GS in complex, abstract and/or higher level thinking, assigning GS open-ended tasks, guiding GS in developing research skills and methods to apply in self-directed learning and grouping with intellectual peers to engage in challenging curriculum.	Hohn & Feldhusen, 1989). Funded by ADA  Dept. level meetings scheduled quarterly to discuss gifted-related reading and gifted identification/teaching in the classroom. Monthly Data Conferences to analyze gifted population needs																							
<p><b>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</b></p> <p><b>Prof/Adv CST ELA Subgroups:</b></p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%	See above	Strategies described above in row: <b>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</b> AND research-based strategies: 1) Maintain school climate that recognizes diverse cultures as components of the mainstream and establishes a balance between students' native/home ways of communicating, learning, and behaving and the need for them to be educated, contribute positively to the school environment, and develop the skills for professional and social success in adulthood 2) Provision of supplemental individualized education supports, including tutoring by professionals or trained adult volunteers and peers; after-school, weekend, and summer programs; and intensive in-school aid for retained students. 3) FAMILY INVOLVEMENT: Encourage parents' participation in school events through a decrease in barriers by providing of babysitting, a meal, transportation aid, etc. Providing education, health, and social	1) Community learning activities in which faculty experience workshops with community leaders/organizations 2) YPI afterschool programs 3) YPI services with partnership organizations funded through YPI Program Services (see Org Chart) Site-based meetings involving parents with childcare provided by YPI 4) Schools with similar demographics and higher test scores and their faculty. Examples include Rocketship (91% Latino, 73% English language learners, 84% participating in Free and Reduced Lunch & API for	• See monitoring indicators for CST on page 34	1) P & AP set up Community Learning experiences for faculty, principal initiates and leads communication with families; AP & faculty follow suit to maintain ongoing family-school communication 2) YPI representative coordinates with P & AP 3) P & AP aim to decrease barriers (find babysitting services when parents' presence is requested at school) and YPI representative coordinates services for families (see Org Chart) 4) Principal and other administrators are tasked with gathering freely available resources/articles/research and with creating	Spring: P & AP begin the process of communicating with current YPI partnerships to 1) schedule community learning with 1st session to introduce community to faculty in August and follow up sessions each semester; 2) design afterschool tutoring (to commence 9/10 and summer programs to commence 6/11, 3) coordinate with YPI representatives to ensure students' families are made aware of all services; 4) reach out to schools nationwide that are succeeding
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			services to students and their parents, preferably in a central location, via a case management approach. Providing coordinated services designed to support students' educational achievement and their parents' ability to foster their children's learning, such as physical and mental health care, adult education, and social services that lead to increases in employment/income.	socioeconomically disadvantaged students is 924, for Hispanic/Latino is 922, and for English learners is 920) and Discovery Charter School (73% eligible for free or reduced lunch; 81% black, 11% Asian, 8% Latino) 75%-100% of all students scoring at or above proficient on all content tests (NJ ASK). No cost/expense. Administrators seek and maintain these relationships to create extended community of teachers who can share best practices		partnership with successful schools	and maintain conversations through August 2010 to gather best practices, then partner school's teachers with a teacher from each targeted school to provide ongoing source of information for teachers, then coordinate quarterly faculty meetings that share best practices
<b>Accelerate the performance of Standard English Learners (SEL)</b>	10%	N/A at school	See Above	See Above	• See monitoring indicators for on page 34	See Above	See Above
<b>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b>  07-08    08-09    Change 54.8%    55.7%    +0.9%	3%		1) General program chosen in light of large percentage of EL at school: constructivism & problem-based learning provide students with real-world applications and built-in visuals and realia to contextualize new learning. "Students achieve (second-language acquisition) significantly better in	1 & 2) General professional development activities related to active teaching in the Block Schedule (led by AP, no extra cost) and book	• CELDT • ELSSA Data	1, 2, 3) AP organizes the implementation of Project GLAD/SDAIE faculty training and leads the search for appropriate research-based articles. Faculty given subscription	Spring: P & AP schedule Project GLAD for August institute and two additional visits to campus during 2010-11 school year.

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2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%			<p>programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly- interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." Dr. Collier, <i>Professor Emerita of Bilingual/Multicultural/ESL Education</i></p> <p>2)Block Schedule &amp; active learning strategies: addresses the 3 key issues ELLs face in the classroom: the amount of time required for second language acquisition is aided by the block period; the need for multiple modes of input and output is supported by the multiple modes of instruction in one class period and inherent in curricular choices; the dual job of ELLs – learning content and learning the language – is overcome when teachers frontload vocab/concepts in the block period and when the collaborative activities inherent to the curriculum and problem-based lessons provide ELLS with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004).</p> <p>3) Reading instruction that utilizes research on second language acquisition such as: Reading that stresses the purpose and joy before the skills; that begins with writing</p>	<p>Canady &amp; Rettig, in their book "Teaching in the Block, Strategies for Engaging Active Learners" (1995), funded by ADA, and Project GLAD/SDAIE training, budgeted through ADA</p> <p>3) Success for All: The Reading Edge coupled with Project GLAD budgeted through ADA</p>		access to conduct individual searches for relevant research-based articles to utilize in action research	AP chooses most appropriate reading material related to EL teaching strategies to share with teachers upon hiring them (spring '10) and leads analysis of strategies during August institute with follow up discussions at monthly Data Driven Instruction conferences

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			and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill). Also reading that gives students chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).				
<b>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b>  % Early Adv/Adv <u>07-08</u> <u>08-09</u> <u>Change</u> 36.3%    39.3%    +3%  2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%		Data Driven Instruction: faculty and administrators will analyze each student's recent CELDT results to determine areas of need and target the gaps in the core program as well as the after school tutoring program.	See above CELDT test results, Data Driven Instruction essential part of Principal job description, not requires additional funding or support	• See monitoring indicators for AMAO 1	See Above AP	See above P& AP review student CELDT data in June/July, shares analysis with faculty in August, continues monitoring students at monthly Data Conferences
<b>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</b>  <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%		See above	Data Driven Instruction: faculty and administrators will analyze each EL student's recent CST results to determine areas of need and target the gaps in the core program as well as the after school tutoring program.	SEE ABOVE AND CST results Benchmark diagnostic assessments utilized in Data Driven Instruction (NWEA Maps for ex.) funded by ADA		See Above AP	See Above
<b>Increase EL reclassification rates at the</b>			SDAIE 'comprehensible second language	Project GLAD training		P & AP schedule Project	Spring: P & AP will



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<b>elementary, middle, and high school levels</b>  <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	5%		input’ and a ‘supportive affective environment’: teachers focus on content comprehension in light of research demonstrating that language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of both language acquisition and conceptual understanding. SDAIE encompasses: 1) beginning with a hands-on activity, 2) providing “visual clues” for students, 3) “cooperative learning” strategies where students work together, are held individually accountable, and develop positive social skills, and 4) “guarded vocabulary”. Teachers also trained in recognizing different stages of language development, characteristics of these different stages and ways to develop questions that students could reasonably answer depending on their linguistic stage.	and additional AP-led training and/or sharing of best practices with partner schools and research-based articles related to increasing EL reclassification rates. Project GLAD training funded by ADA	<ul style="list-style-type: none"><li>EL monitoring rosters, and where possible EL students not moving or reclassifying</li><li>RFEP Monitoring Rosters</li></ul>	GLAD training and leads the effort to identify and share best practices from other schools and/or articles	schedule Project GLAD training and AP will share articles with faculty. P & AP will also begin process of building relationships with schools that can share best practices with faculty at August institute and throughout school year
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MS	22.4	20.8	+8.4																				
HS	10.3	12.4	+2.1																				
<b>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</b>  <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%	35% ELA 35% Math	<b>See above</b>	Direct Instruction in which teachers: <ul style="list-style-type: none"><li>break learning into small steps;</li><li>administer probes;</li><li>supply regular quality feedback;</li><li>use diagrams, graphics and pictures to augment what they are saying in words;</li><li>provide ample independent, well-designed, intensive practice;</li><li>model instructional practices that they want students to follow;</li><li>provide prompts of strategies to use; and</li><li>engage students in process type questions like “How is that strategy working? Where else might you apply it?”</li></ul> Data Driven Instruction: faculty and administrators analyze SWD test results on CSTs and other diagnostics (DRA, NWEA Maps or GRADE/MADE type standards-	1 & 2) AP shares lists of strategies in professional development times and leads Data Driven Instruction – no additional cost. Cost of benchmark diagnostic assessments funded by ADA	<ul style="list-style-type: none"><li>See monitoring indicators for CST on page 34</li></ul>	AP trains faculty and faculty collaborate with each other to continue honing best practices	AP trains faculty August 2010, monthly data conferences, and as needed on weekly shortened day professional development times				
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
ELA	25%	27%	+2%																				
MATH	26%	27%	+1%																				

# San Fernando Middle School

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

### High Academic Achievement Action Plan

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>
			aligned test) at least 3 times a year and other diagnostic assessments more regularly (DIBELS, Connected Math assessments). Create and implement and continually reassess instructional plan.				

# San Fernando Middle School

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

### Graduation Rate

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>
<b>Graduation rate will increase</b>  <u>06-07</u> <u>07-08</u> <u>Change</u> 67.1%    72.4%    +5.3%	8%	N/A	N/A	N/A	<ul style="list-style-type: none"> <li>• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)</li> <li>• Decrease rate of drop-outs</li> <li>• Increase the percentage of 9<sup>th</sup> to 10<sup>th</sup> grade students accumulating 55 credits</li> <li>• 4-year longitudinal graduation rate (9<sup>th</sup> grade to graduation)</li> </ul>	N/A	N/A
<b>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> 57%    60%    +3%	6%	N/A	N/A	N/A	<ul style="list-style-type: none"> <li>• Increased participation in CAHSEE preparation</li> </ul>	N/A	N/A
<b>Dropout rate will decrease.</b>  <u>06-07</u> <u>07-08</u> <u>Change</u> 31.7%    26.4%    -5.3%	6%	N/A	N/A	N/A	Monitor students at risk: <ul style="list-style-type: none"> <li>• 85% of students are in attendance for 96% or more of the time</li> <li>• Increase in pass rates in English and/or math courses</li> <li>• Increase in number of students receiving an E or S in Work Habits or Cooperation</li> <li>• Increase attendance rates for both students and teachers to 96%.</li> </ul>	N/A	N/A

(Name) School

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s)  List the subgroups.	Strategies/Activities  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.	Resources/Proposed Funding Sources  Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Means of Evaluating Progress  Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Staff Responsible  Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?	Start/Completion Date  Indicate when the strategy will be implemented and projected date of completion.											
<b>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</b>  <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%	N/A	N/A	A-G enrollment and passing rates <ul style="list-style-type: none"><li>Decrease the number of students receiving Fails in A-G courses by 10%.</li><li>Increase the percent of students earning C's or higher in A-G courses.</li></ul>	N/A	N/A						
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
25%	TBD%	+ __%																
<b>Increase the enrollment in Advanced Placement course</b>  <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> <b>Increase pass rates on AP tests</b>  <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%	N/A	N/A	Advanced Placement courses – <ul style="list-style-type: none"><li>Increase Advanced Placement offerings at all high schools.</li><li>Increase the number of tests administered by 10%</li><li>Increase the number of subject matter tests administered by:<ul style="list-style-type: none"><li>At least 2 (if the school administers less than 15 subject matter tests)</li><li>At least 1 (if the school administers less than 20 subject matter tests)</li></ul></li></ul>	N/A	N/A
<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%																
<b>Increase students preparedness for College Career Readiness</b>			See Above for all teaching strategies AND YPI community-based model provides college and career readiness for students through afterschool enrichment; case management services including assessment using the Ansell-Casey Life Skills Assessment; after school tutoring, and academic assistance services afterschool/summer/Saturday	Funded through YPI Program Services (See Org Chart)	<u>Middle Schools</u> <ul style="list-style-type: none"><li>Students passing core classes with C or better</li></ul> <u>Elementary</u> <ul style="list-style-type: none"><li>Students getting 3 or 4 on report cards</li></ul>	YPI Program Services	Spring: P and AP, YPI rep meets to create calendar related to outreach to families and implementing services, to be finalized by June to distribute to registered families											

# San Fernando Middle School

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

### Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s)  <i>List the subgroups.</i>	Strategies/Activities  <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources  <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress  <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible  <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date  <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that:</p> <ul style="list-style-type: none"> <li>there are opportunities for parent involvement</li> <li>they feel welcome at this school</li> <li>there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li> </ul>	At least 90% of parents respond “Strongly agree” or “agree”		<p>Community schools model engages parents in their child’s education and in the broader school community by providing YPI programs such as: preschools, work experience and healthcare job training, computer literacy training to receive home computer systems with broadband Internet access at no cost, adult education, including ESL and GED preparation, case managers that assist enrolled families in finding needed community referrals and onsite community services, assist families in qualifying for the Earned Income Tax Credit, provide and provide needed referrals for city and community services.</p> <p>YPI has engaged the services of a dedicated Family Advocate who will meet with families at the school, in community centers and in their homes to engage active involvement in the governance of the school. Parents are recruited to serve on the School Leadership Council (four parents will serve yearly terms). They will make up the Parent Advisory Council, and will be on the school Community Outreach Council.</p>	San Fernando Valley Poverty Initiative, Los Angeles Community Development Department, Family Technology Project, the City of LA CDD, the California Emerging Technology Fund, and private funders that include NewEgg and IBM, the California Department of Education and partnership with LAUSD Division of Adult and Career Education, AmeriCorp volunteers funded through CaliforniaVolunteers	<ul style="list-style-type: none"> <li><b>Increased response rates</b> – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</li> <li><b>Welcoming environment and opportunities to participate</b> – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.</li> <li><b>Parent home involvement</b> should be at 90% for elementary schools and 80% for secondary schools in 2009-10. <b>School involvement</b> should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.</li> <li><b>Parent centers</b> – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.</li> <li><b>Communication</b> – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.</li> </ul>	P & AP responsible for outreach and working with parents on an individual basis as well as through School Leadership Council, Parent Advisory Council, and Community Outreach Council	After program approval (2/10), YPI will begin outreach to families which will continue year round for the life of the school, in coordination with P and AP.



# San Fernando Middle School

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

### Safe Schools

7	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		School Advisory Board, comprised of parents, partners and other residents, will provide skills to support the school’s vision and mission, including school finance, fundraising, community involvement, education, and health and safety.  Proactive discipline policy that highly involves families, anti-bullying policy that identifies verbal as well as non-verbal hurtful behavior, character education in the context of the School Focus Course to build collegiality and community among all members of the school community.	Resources provided via YPI Program Services (see Org Chart)	<ul style="list-style-type: none"> <li>Increased and improved parent partnerships and welcoming environments</li> <li>Increased external partnerships to support instructional incentives and parent participation support</li> <li>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> <li>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> </ul>	Administrator(s) & YPI Program Services	Ongoing
<b>Decrease the number of suspensions</b>  <u>06-07</u> <u>07-08</u> <u>08-09</u> <u>Change</u> 83,542    75,049    TBD    TBD	25%		SEE ABOVE AND School to follow Board approved District Discipline Foundation Policy. Plan for discipline will be congruent with the <i>Culture of Discipline: Guiding Principles for the School Community</i> (attached) and <i>Culture of Discipline: Student Expectations</i> (attached) and <i>How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System</i> (attached). Student discipline approached proactively providing a positive learning and support environment for students.  Collaboration between families and the schools and communication - innovative regular communication through email, cell and text messages - will remove barriers between the school and home, directly involving families in the disciplinary process. In this way, the school will meet all required elements of the Foundation Policy and establish a discipline policy that sees families as full partners.	Resources provided via YPI Program Services (see Org Chart)	<ul style="list-style-type: none"> <li>Decrease non-mandatory suspension rates at all schools by 25%.</li> <li>Increase the number of preventive school-wide discipline plans that are effectively implemented</li> <li>Team Implementation Checklist</li> <li>Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools</li> </ul>	Administrator(s) & YPI Program Services	Ongoing
<b>Increase attendance of staff and students</b>  <u>07-08</u> <u>08-09</u> <u>Change</u> Students: 93.99%    TBD    TBD Staff: 93%    TBD    TBD	96% 96%	Hispanic ELL Economically Disadvantaged SWD	Call in policy requiring parents/guardians to call the day a child is absent. If no call by 9:30 AM, staff at school will call family on all available numbers/send email if available to identify (and record in SIS) reason for student’s absence.	SIS will facilitate office staff in locating student attendance and contact info, included in school budget	<ul style="list-style-type: none"> <li>Increase attendance incentives/rewards systems</li> <li>School-wide recognition</li> <li>Increase attendance incentives/rewards systems</li> </ul>	Office staff identified by AP	Ongoing

# San Fernando Middle School

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

### School Organization/Support Services

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

## Middle School Schedule and Calendar

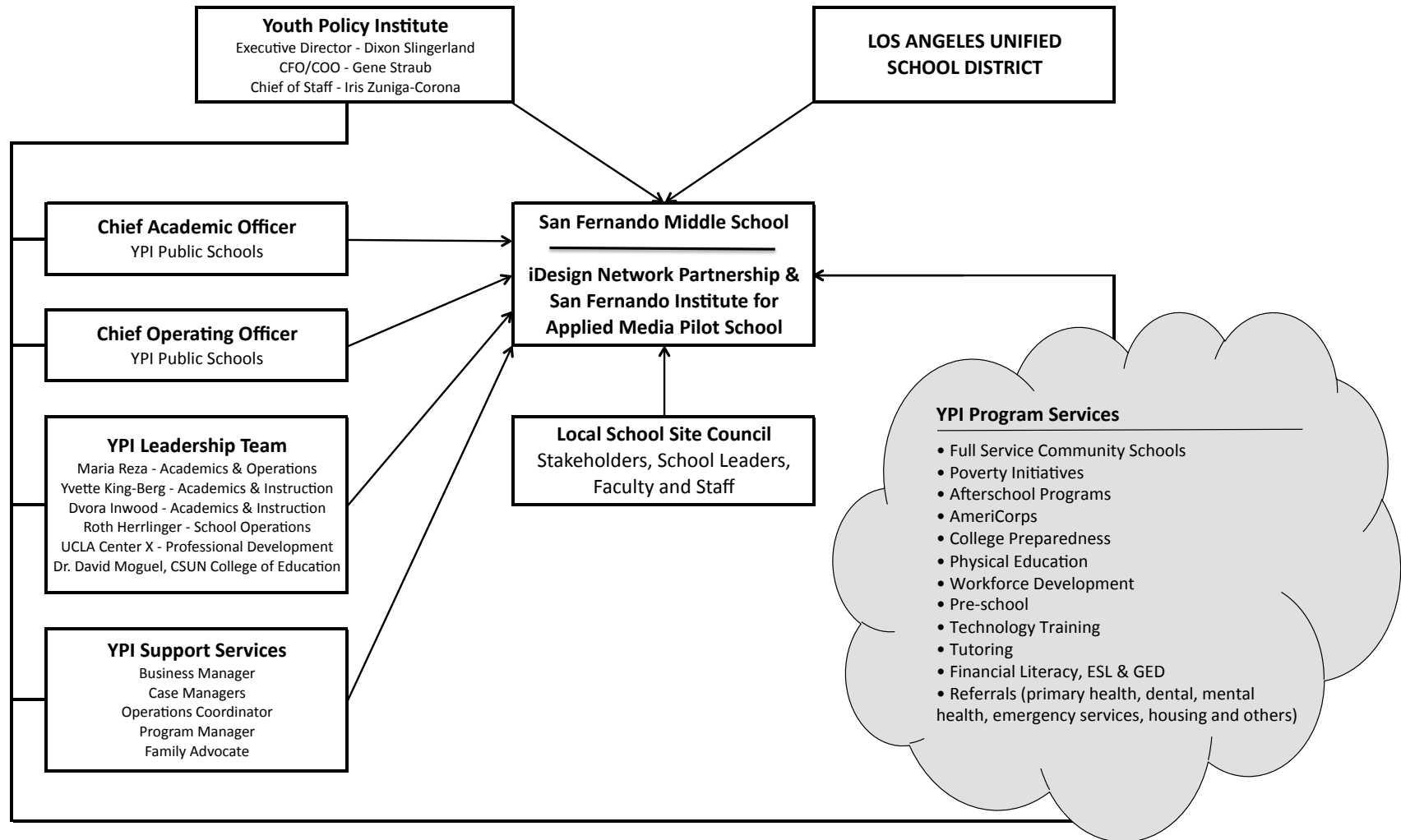
A sample schedule is below. Note that each grade will have the same opening of the school day with a Success for All literacy class followed by a 15 minute nutrition class in the same classroom, which reduces the need for 'passing time.' After this morning schedule, students will transition to an 85 minute core block for a core course. Between 10:38 and 1:40 grades will be rotated through Physical Education, Spanish, lunch and a class related to the school's focus. The reason for the staggering of these courses is to best utilize limited space and resources. In the afternoon will be a final core course in an 85 minute block. Since core courses meet every other day in a block schedule, every other Friday is a different core course (called Friday A and Friday B). Not counting lunch or nutrition, daily instructional minutes will total 376 on standard days and 272 on shortened days. Since there are 142 standard days and 38 short days, total annual instructional time is  $(142 \times 376 + 38 \times 272)$  63,728, which is 9,728 over the required 54,000 minutes for students in grades 4-8.

		<b>Monday</b>	shortened day		<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday A</b>	<b>Friday B</b>
8:00 - 8:50	50 min	Success for All	8:00-8:50	50 min	Success for All	Success for All	Success for All	Success for All	Success for All
8:50 - 9:05	15 min	Nutrition	8:54-10:19	85 min	Science				
9:09 - 10:34	85 min	English	10:23-11:48	85 min	Math	English	Science	English	Science
10:38-11:18	40 min	PE	11:48-12:23	35 min	lunch	PE	PE		
11:22-12:12	50 min	Spanish	12:23-1:03	40 min	PE/dismissal	Spanish	Spanish	Spanish	Spanish
12:12-12:47	35 min	lunch	1:10 - 2:40	90 min	Teacher PD	lunch	lunch	lunch	lunch
12:47-1:37	50 min	school focus class							
1:41-3:06	85 min	History				History	Math	History	Math

The school calendar for 2010-2011 below identifies the dates of standard, shortened, staff development and vacation days.

Month	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	x	S	SD	Student Days	Work Days	
SEP			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30			13	5	2					18	20	
			SD	x	x	H	S	x	H	x	x	S	x	x	S	x	S	x	x	SD	x	S	x	x												
OCT					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29											
					x	x	S	x	x	x	H	S	x	x	x	x	S	x	x	x	x	S	x	x	x	16	4	0					20	20		
NOV	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30														
	x	S	x	x	x	x	S	x	H	SD	x	S	x	x	x	x	S	H	H	H	x	x				13	4	1					17	18		
DEC			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31											
			x	x	x	x	S	x	x	x	x	S	x	x	x	H	H	H	H	H	H	H	H	H	H	11	2	0					13	13		
JAN	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31															
	x	S	x	x	x	x	S	x	x	x	H	S	x	x	x	x	S	x	x	x	x					16	4	0					20	20		
FEB		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28															
		S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	x					16	4	0					20	20		
MAR		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31												
		S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x		18	5	0					23	23		
APR					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29											
					x	x	S	x	x	x	SD	SD	H	H	H	H	H	H	H	H	x	S	x	x	x	9	2	2					11	13		
MAY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31														
	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x	x	H	x				17	4	0					21	21		
JUN			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30												
			x	x	x	x	S	x	x	x	x	S	x	x	x	x	S	x	x							14	3	0					17	17		
TOTALS																										143	37	5					180	185		
SD	Staff Development					Holidays					Parent Events																									
S	Shortened Day					Labor Day					Sep 6 Back to School Night					Sep 22																				
H	Holiday					Rosh Hashanah					Sep 9 Fall Conference					Nov 1-5																				
x	Regular Day					Columbus Day					Oct 11 Spring Conference					May 2-6																				
						Veteran's Day					Nov 11																									
						Thanksgiving					Nov 24-26					First Semester ends					Jan 28															
						Winter Break					Dec 20-31					Second Semester ends					June 16															
						Martin Luther King Day					Jan 17																									
						Mid-Winter					Feb 21																									
						Spring Break					April 11-22																									
						Passover					April 20-22																									
						Memorial Day					May 30																									

## Youth Policy Institute - Public School Choice Organization Chart





### SAN FERNANDO MIDDLE SCHOOL & VALLEY SCHOOL # 8

New/Focus school	Attended Orientation Meeting	Attended Community Meeting	Relieved/Feeder School	School Site Visits	Parents Engaged
San Fernando Middle School	X	X	San Fernando MS	5	899
			Dyer ES	3	408
			Broadous ES		
			Gridley ES	5	1073
			Harding St ES		
			Morningside ES	4	599
			O'Melveny ES	4	711
			Osceola ES		
			San Fernando ES	2	276
			Telfair Ave ES		
			Vaughn Next Center LC		
			<b>Totals of site visits and parents engaged</b>	<b>23</b>	<b>3966</b>

#### Additional Community Engagement for San Fernando Middle School

Created a partnership with Multimedia Academy Teachers

Created San Fernando Middle School Parent Advisory Team

Hosted Community Forum – 55 attendees

Helped organize Multimedia Academy Holiday Party – 50 attendees

New/Focus school	Attended Orientation Meeting	Attended Community Meeting	Relieved/Feeder School	School Site Visits	Parents Engaged
Valley Region ES #8	X	X	Dyer ES	3	408
			Gridley ES	5	1073
			Morningside ES	4	599
			<b>Totals of site visits and parents engaged</b>	<b>12</b>	<b>2080</b>

**VALLEY SCHOOLS 6, 7 & 9**

<b>New/Focus school</b>	<b>Attended Orientation Meeting</b>	<b>Attended Community Meeting</b>	<b>Relieved/Feeder School</b>	<b>School Site Visits</b>	<b>Parents Engaged</b>
Valley Region ES #6	<b>X</b>	<b>X</b>	Liggett ES	2	316
			Panorama City ES	2	346
			Parks LC		
			Plummer ES	3	486
			Primary Academy PC	2	226
			<b>Totals of site visits and parents engaged</b>	<b>9</b>	<b>1374</b>

<b>New/Focus school</b>	<b>Attended Orientation Meeting</b>	<b>Attended Community Meeting</b>	<b>Relieved/Feeder School</b>	<b>School Site Visits</b>	<b>Parents Engaged</b>
Valley Region ES #7	<b>X</b>	<b>X</b>	Arminta ES	2	306
			Camellia ES	2	373
			Fernangeles		
			Roscoe ES	1	129
			Strathern ES	1	181
			<b>Totals of site visits and parents engaged</b>	<b>6</b>	<b>989</b>

<b>New/Focus school</b>	<b>Attended Orientation Meeting</b>	<b>Attended Community Meeting</b>	<b>Relieved/Feeder School</b>	<b>School Site Visits</b>	<b>Parents Engaged</b>
Valley Region ES #9	<b>X</b>	<b>X</b>	Bassett ES	1	272
			Columbus ES	2	367
			Hazeltine ES	2	239
			Kindergarten LA	1	220
			Kittridge ES	2	320
			Van Nuys ES	1	325
			<b>Totals of site visits and parents engaged</b>	<b>9</b>	<b>1743</b>

**CENTRAL LA SCHOOLS 15 & 18**

<b>New/Focus school</b>	<b>Attended Orientation Meeting</b>	<b>Attended Community Meeting</b>	<b>Relieved/Feeder School</b>	<b>School Site Visits</b>	<b>Parents Engaged</b>
Central Region ES 15	<b>X</b>	<b>X</b>	10th St ES	4	726
			Magnolia ES	5	995
			Olympic PC	2	233
			Vermont ES	1	125
			<b>Totals of site visits and parents engaged</b>	<b>12</b>	<b>2079</b>

<b>New/Focus school</b>	<b>Attended Orientation Meeting</b>	<b>Attended Community Meeting</b>	<b>Relieved/Feeder School</b>	<b>School Site Visits</b>	<b>Parents Engaged</b>
Central ES 18	<b>X</b>	<b>X</b>	20th St ES	2	512
			28th St ES	3	380
			San Pedro ES	3	741
			<b>Totals of site visits and parents engaged</b>	<b>8</b>	<b>1633</b>

## **Youth Policy Institute (YPI)**

### **Data Explanation Cover Sheet**

The attached data has been generated for LAUSD and charter schools that have partnered with the Youth Policy Institute for multiple years. YPI has targeted these schools and surrounding communities with significant outside funding and a myriad of resources. The results of these partnerships are the academic gains described in the attached.

YPI currently partners with more than 70 schools in Los Angeles, including 45 charter schools.

Bert Corona Charter School (sixth year) and Monsenor Oscar Romero Charter Middle School (third year) were developed, opened, and are operated by YPI.

Larchmont Charter School is a “sister” school to the YPI schools. YPI’s Chief Operating Officer was one of the parent founders of Larchmont, served as COO for the school for one year, and is currently Vice-President of the Board. YPI was heavily involved in the development of the school and operates afterschool, AmeriCorps, and FamilySource Center services at the Larchmont school site.

Vaughn Next Century Learning Center is a K-12 charter with 2,000 students. YPI provides afterschool, SES tutoring, and is targeting Vaughn as part of the San Fernando Valley Poverty Initiative.

Sepulveda Middle School is part of a six-year GEAR UP grant from the U.S. Department of Education. YPI also operates AmeriCorps at Sepulveda.

John Liechty Middle School is one of four schools targeted in YPI’s Full-Service Community Schools grant from the U.S. Department of Education, one of only ten grants awarded nationwide.

Fenton Avenue Charter School is a 1,000-student elementary school. YPI has partnered with Fenton since 2004. Fenton leadership played a key advisory role in the opening of YPI’s Bert Corona Charter School, and Joe Lucente sits on the Bert Corona board.

Pacoima Charter School (formerly Pacoima Elementary School) has 1,200 students. As described in the Letter of Intent, YPI has partnered with this school extensively since 2001.

Gratts and Esperanza Elementary Schools are two of the four schools targeted in YPI’s Full-Service Community Schools grant from the U.S. Department of Education, one of only ten grants awarded nationwide.

	School year								Total growth
	2001-2002*	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Academic Performance Index	483	546	570	585	606	652	688	729	246

\* start of YPI engagement

#### California Standards Test Scores - 2009

	Grades			
	2	3	4	5
Reported Enrollment	195	202	229	220
CST English-Language Arts				
Students Tested	195.0	202.0	229.0	220.0
% of Enrollment	100%	100%	100%	100%
Students with Scores	194.0	200.0	229.0	220.0
Mean Scale Score	329.1	296.9	348.2	327.6
% Advanced	12%	3%	18%	9%
% Proficient	24%	17%	29%	25%
% Basic	30%	22%	31%	36%
% Below Basic	26%	30%	15%	13%
% Far Below Basic	8%	29%	7%	16%
CST Mathematics				
Students Tested	195.0	202.0	229.0	220.0
% of Enrollment	100%	100%	100%	100%
Students with Scores	195.0	202.0	229.0	220.0
Mean Scale Score	350.0	362.8	366.9	330.8
% Advanced	20%	29%	27%	9%
% Proficient	31%	19%	27%	26%
% Basic	23%	28%	29%	32%
% Below Basic	23%	20%	15%	23%
% Far Below Basic	4%	3%	2%	10%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested				220.0
% of Enrollment				100%
Students with Scores				220.0
Mean Scale Score				375.5
% Advanced				31%
% Proficient				31%
% Basic				28%
% Below Basic				6%
% Far Below Basic				4%

#### Academic Performance Index

	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
Number of Students included in the 2009 Growth API	729	687	6	42	Yes	Yes	Yes

#### Adequate Yearly Progress

Made AYP:	No
Met 15 of 17 AYP Criteria	
Met AYP Criteria:	English-Language Arts Mathematics
Participation Rate	Yes Yes
Percent Proficient	No No
Academic Performance Index (API)	Yes
- Additional Indicator for AYP	
Graduation Rate	N/A

#### EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	753	63.00%	N/A
Fluent-English-Proficient (FEP) Students	277	23.20%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	137	N/A	15.70%

	School year					Total growth
	2004-2005*	2005-2006	2006-2007	2007-2008	2008-2009	
Academic Performance Index	691	723	740	745	747	56

\* start of YPI engagement.

## California Standards Test Scores - 2009

	Grades			
	2	3	4	5
Reported Enrollment	251	261	262	248
CST English-Language Arts				
Students Tested	250.0	253.0	250.0	235.0
% of Enrollment	100%	97%	95%	95%
Students with Scores	250.0	253.0	250.0	234.0
Mean Scale Score	336.4	312.5	342.0	340.5
% Advanced	9%	6%	14%	11%
% Proficient	33%	19%	30%	31%
% Basic	36%	32%	36%	39%
% Below Basic	15%	28%	14%	12%
% Far Below Basic	7%	16%	6%	7%
CST Mathematics				
Students Tested	249.0	255.0	253.0	237.0
% of Enrollment	99%	98%	97%	96%
Students with Scores	249.0	255.0	253.0	237.0
Mean Scale Score	344.0	357.8	351.0	349.7
% Advanced	10%	22%	22%	14%
% Proficient	37%	28%	28%	30%
% Basic	36%	27%	27%	33%
% Below Basic	15%	19%	22%	17%
% Far Below Basic	3%	4%	1%	6%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested				237.0
% of Enrollment				96%
Students with Scores				237.0
Mean Scale Score				363.2
% Advanced				20%
% Proficient				35%
% Basic				30%
% Below Basic				12%
% Far Below Basic				3%

## Academic Performance Index

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
941	747	740	5	7	Yes	No	No

## Adequate Yearly Progress

Made AYP:	No	
Met 16 of 17 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	No
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

## EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	436	43.30%	N/A
Fluent-English-Proficient (FEP) Students	296	29.40%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	88	N/A	12.20%

	School year					Total growth
	2004-2005*	2005-2006	2006-2007	2007-2008	2008-2009	
Academic Performance Index	572	588	602	657	670	98

\* start of YPI engagement.

**California Standards Test Scores - 2009**

	Grades			
	2	3	4	5
Reported Enrollment	155	128	139	144
CST English-Language Arts				
Students Tested	155.0	128.0	139.0	144.0
% of Enrollment	100%	100%	100%	100%
Students with Scores	154.0	128.0	139.0	144.0
Mean Scale Score	305.7	302.5	321.4	307.4
% Advanced	4%	2%	10%	3%
% Proficient	17%	16%	18%	15%
% Basic	31%	32%	35%	37%
% Below Basic	28%	25%	21%	14%
% Far Below Basic	21%	25%	17%	31%
CST Mathematics				
Students Tested	155.0	128.0	139.0	144.0
% of Enrollment	100%	100%	100%	100%
Students with Scores	155.0	128.0	139.0	144.0
Mean Scale Score	326.3	378.4	362.4	364.8
% Advanced	11%	34%	32%	24%
% Proficient	25%	29%	24%	33%
% Basic	27%	19%	24%	12%
% Below Basic	29%	16%	19%	17%
% Far Below Basic	8%	3%	1%	13%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested				144.0
% of Enrollment				100%
Students with Scores				143.0
Mean Scale Score				305.2
% Advanced				2%
% Proficient				13%
% Basic				43%
% Below Basic				19%
% Far Below Basic				24%

**Academic Performance Index**

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
533	670	658	7	12	Yes	Yes	Yes

**Adequate Yearly Progress**

Made AYP:	No	
Met 13 of 17 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

**EL Reclassification**

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	681	75.50%	N/A
Fluent-English-Proficient (FEP) Students	130	14.40%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	76	N/A	10.90%

	School year					Total growth
	2004-2005*	2005-2006	2006-2007	2007-2008	2008-2009	
Academic Performance Index	600	630	625	641	655	55

\* start of YPI engagement.

## California Standards Test Scores - 2009

	Grades			
	2	3	4	5
Reported Enrollment	124	132	123	127
CST English-Language Arts				
Students Tested	122.0	131.0	123.0	127.0
% of Enrollment	98%	99%	100%	100%
Students with Scores	122.0	131.0	123.0	127.0
Mean Scale Score	297.5	283.1	328.6	326.2
% Advanced	4%	2%	8%	6%
% Proficient	8%	10%	25%	28%
% Basic	30%	18%	37%	35%
% Below Basic	28%	27%	20%	20%
% Far Below Basic	30%	43%	9%	12%
CST Mathematics				
Students Tested	122.0	131.0	123.0	127.0
% of Enrollment	98%	99%	100%	100%
Students with Scores	121.0	131.0	123.0	127.0
Mean Scale Score	316.6	324.3	338.3	357.6
% Advanced	11%	14%	11%	19%
% Proficient	16%	18%	35%	30%
% Basic	36%	23%	33%	25%
% Below Basic	27%	34%	17%	21%
% Far Below Basic	10%	11%	4%	5%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested				127.0
% of Enrollment				100%
Students with Scores				127.0
Mean Scale Score				332.5
% Advanced				9%
% Proficient				26%
% Basic				38%
% Below Basic				16%
% Far Below Basic				12%

## Academic Performance Index

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
482	655	644	8	11	Yes	No	No

## Adequate Yearly Progress

Made AYP:	No	
Met 9 of 17 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

## EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	593	71.00%	N/A
Fluent-English-Proficient (FEP) Students	133	15.90%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	85	N/A	12.90%



	School year				Total growth
	2005-2006*	2006-2007	2007-2008	2008-2009	
Academic Performance Index	854	826	872	889	35

\* start of YPI engagement.

**California Standards Test Scores - 2009**

	Grades			
	2	3	4	5
Reported Enrollment	60	61	62	60
CST English-Language Arts				
Students Tested	60.0	61.0	61.0	60.0
% of Enrollment	100%	100%	98%	100%
Students with Scores	60.0	61.0	61.0	60.0
Mean Scale Score	400.4	389.3	400.5	385.4
% Advanced	53%	39%	54%	45%
% Proficient	23%	38%	25%	30%
% Basic	8%	21%	16%	12%
% Below Basic	8%	2%	3%	5%
% Far Below Basic	7%	0%	2%	8%
CST Mathematics				
Students Tested	60.0	61.0	61.0	59.0
% of Enrollment	100%	100%	98%	98%
Students with Scores	60.0	61.0	61.0	59.0
Mean Scale Score	432.8	439.1	404.1	407.9
% Advanced	65%	52%	57%	41%
% Proficient	15%	30%	21%	32%
% Basic	18%	15%	16%	10%
% Below Basic	2%	3%	5%	14%
% Far Below Basic	0%	0%	0%	3%
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested				59.0
% of Enrollment				98%
Students with Scores				58.0
Mean Scale Score				401.2
% Advanced				45%
% Proficient				33%
% Basic				9%
% Below Basic				9%
% Far Below Basic				5%

**Academic Performance Index**

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
236	889	875	A	14	Yes	Yes	Yes

**Adequate Yearly Progress**

Made AYP:	Yes	
Met 13 of 13 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

**EL Reclassification**

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	43	11.70%	N/A
Fluent-English-Proficient (FEP) Students	30	8.20%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	9	N/A	24.30%

Operated by Youth Policy Institute.

	School year					Total growth
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
Academic Performance Index	572	618	599	646	652	80

## California Standards Test Scores - 2009

	Grades			
	6	7	8	EOC
Reported Enrollment	120	120	130	
CST English-Language Arts				
Students Tested	120.0	120.0	130.0	
% of Enrollment	100%	100%	100%	
Students with Scores	120.0	120.0	130.0	
Mean Scale Score	324.4	321.2	320.9	
% Advanced	5%	3%	5%	
% Proficient	23%	27%	18%	
% Basic	44%	33%	45%	
% Below Basic	20%	28%	25%	
% Far Below Basic	8%	8%	8%	
CST Mathematics				
Students Tested	120.0	120.0		
% of Enrollment	100%	100%		
Students with Scores	120.0	120.0		
Mean Scale Score	315.2	317.6		
% Advanced	4%	5%		
% Proficient	23%	25%		
% Basic	28%	28%		
% Below Basic	38%	31%		
% Far Below Basic	8%	11%		
CST Algebra I				
Students Tested			129.0	129.0
% of Enrollment			99%	
Students with Scores			129.0	129.0
Mean Scale Score			281.9	281.9
% Advanced			1%	1%
% Proficient			7%	7%
% Basic			16%	16%
% Below Basic			52%	52%
% Far Below Basic			24%	24%
CST History - Social Science Grade 8				
Students Tested			130.0	
% of Enrollment			100%	
Students with Scores			130.0	
Mean Scale Score			296.7	
% Advanced			2%	
% Proficient			7%	
% Basic			40%	
% Below Basic			25%	
% Far Below Basic			26%	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested			130.0	
% of Enrollment			100%	
Students with Scores			130.0	
Mean Scale Score			302.1	
% Advanced			4%	
% Proficient			17%	
% Basic			35%	
% Below Basic			22%	
% Far Below Basic			22%	

## Academic Performance Index

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
361	652	647	8	5	No	No	No

## Adequate Yearly Progress

Made AYP:	No	
Met 13 of 17 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

## EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	139	37.90%	N/A
Fluent-English-Proficient (FEP) Students	153	41.70%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	62	N/A	30.10%

**Monsenor Oscar Romero Charter Middle School 2008-2009**

Operated by Youth Policy Institute.

	School year	
	2007-2008	2008-2009
<b>Academic Performance Index</b>	716	709

**California Standards Test Scores - 2009**

	Grades	
	6	7
Reported Enrollment	89	54
CST English-Language Arts		
Students Tested	89.0	54.0
% of Enrollment	100%	100%
Students with Scores	89.0	54.0
Mean Scale Score	331.7	343.9
% Advanced	12%	17%
% Proficient	19%	30%
% Basic	42%	35%
% Below Basic	20%	15%
% Far Below Basic	7%	4%
CST Mathematics		
Students Tested	89.0	54.0
% of Enrollment	100%	100%
Students with Scores	89.0	54.0
Mean Scale Score	303.9	318.0
% Advanced	2%	4%
% Proficient	15%	24%
% Basic	33%	35%
% Below Basic	34%	26%
% Far Below Basic	17%	11%

**Academic Performance Index**

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
130	709	716*	5	-7	No	Yes	No

\* Small school

**Adequate Yearly Progress**

Made AYP:	No	
Met 12 of 17 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

**EL Reclassification**

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	75	55.10%	N/A
Fluent-English-Proficient (FEP) Students	64	47.10%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	0	N/A	0.00%

	School Year		Total Growth
	2007-2008*	2008-2009	
Academic Performance Index	638	647	9

\* start of YPI engagement.

## California Standards Test Scores - 2009

	Grades			
	6	7	8	EOC
Reported Enrollment	594	691	580	
CST English-Language Arts				
Students Tested	585.0	684.0	571.0	
% of Enrollment	99%	99%	98%	
Students with Scores	584.0	681.0	569.0	
Mean Scale Score	313.7	320.4	309.8	
% Advanced	5%	6%	5%	
% Proficient	18%	22%	17%	
% Basic	34%	38%	35%	
% Below Basic	28%	19%	22%	
% Far Below Basic	15%	14%	21%	
CST Mathematics				
Students Tested	585.0	682.0		
% of Enrollment	99%	99%		
Students with Scores	584.0	680.0		
Mean Scale Score	311.1	318.0		
% Advanced	4%	4%		
% Proficient	22%	20%		
% Basic	28%	38%		
% Below Basic	31%	27%		
% Far Below Basic	15%	11%		
CST General Mathematics				
Students Tested			147.0	147.0
% of Enrollment			25%	
Students with Scores			146.0	146.0
Mean Scale Score			278.2	278.2
% Advanced			1%	1%
% Proficient			4%	4%
% Basic			19%	19%
% Below Basic			49%	49%
% Far Below Basic			27%	27%
CST Algebra I				
Students Tested		2.0	416.0	418.0
% of Enrollment		0%	72%	
Students with Scores		2.0	413.0	415.0
Mean Scale Score		*	325.0	324.8
% Advanced		*	7%	7%
% Proficient		*	25%	25%
% Basic		*	28%	28%
% Below Basic		*	30%	30%
% Far Below Basic		*	10%	11%
CST History - Social Science Grade 8				
Students Tested			566.0	
% of Enrollment			98%	
Students with Scores			564.0	
Mean Scale Score			311.3	
% Advanced			8%	
% Proficient			15%	
% Basic			30%	
% Below Basic			22%	
% Far Below Basic			25%	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested			565.0	
% of Enrollment			97%	
Students with Scores			564.0	
Mean Scale Score			312.1	
% Advanced			12%	
% Proficient			21%	
% Basic			20%	
% Below Basic			19%	
% Far Below Basic			27%	

## Academic Performance Index

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1784	647	635	8	12	Yes	No	No

## Adequate Yearly Progress

Made AYP:	No	
Met 11 of 21 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	N/A	

## EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	800	41.80%	N/A
Fluent-English-Proficient (FEP) Students	995	52.00%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	143	N/A	16.10%

	School year					Total growth
	2004-2005*	2005-2006	2006-2007	2007-2008	2008-2009	
Academic Performance Index	633	653	658	697	701	68

\* start of YPI engagement.

## California Standards Test Scores - 2009

	Grades			
	6	7	8	EOC
Reported Enrollment	651	639	694	
CST English-Language Arts				
Students Tested	635.0	624.0	678.0	
% of Enrollment	98%	98%	98%	
Students with Scores	633.0	623.0	676.0	
Mean Scale Score	337.1	338.0	326.3	
% Advanced	12%	15%	14%	
% Proficient	28%	27%	18%	
% Basic	30%	33%	32%	
% Below Basic	20%	14%	21%	
% Far Below Basic	10%	11%	16%	
CST Mathematics				
Students Tested	635.0	568.0		
% of Enrollment	98%	89%		
Students with Scores	634.0	566.0		
Mean Scale Score	331.2	334.6		
% Advanced	15%	12%		
% Proficient	21%	26%		
% Basic	25%	31%		
% Below Basic	27%	23%		
% Far Below Basic	12%	9%		
CST General Mathematics				
Students Tested			472.0	472.0
% of Enrollment			68%	
Students with Scores			471.0	471.0
Mean Scale Score			316.1	316.1
% Advanced			7%	7%
% Proficient			18%	18%
% Basic			31%	31%
% Below Basic			29%	29%
% Far Below Basic			14%	14%
CST Algebra I				
Students Tested		56.0	160.0	216.0
% of Enrollment		9%	23%	
Students with Scores		56.0	160.0	216.0
Mean Scale Score		432.9	364.4	382.1
% Advanced		52%	19%	28%
% Proficient		43%	30%	33%
% Basic		4%	25%	19%
% Below Basic		2%	24%	19%
% Far Below Basic		0%	1%	1%
CST Geometry				
Students Tested			39.0	39.0
% of Enrollment			6%	
Students with Scores			39.0	39.0
Mean Scale Score			446.8	446.8
% Advanced			64%	64%
% Proficient			33%	33%
% Basic			3%	3%
% Below Basic			0%	0%
% Far Below Basic			0%	0%
CST History - Social Science Grade 8				
Students Tested			673.0	
% of Enrollment			97%	
Students with Scores			673.0	
Mean Scale Score			320.4	
% Advanced			13%	

% Proficient			15%	
% Basic			30%	
% Below Basic			20%	
% Far Below Basic			23%	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science				
Students Tested			673.0	
% of Enrollment			97%	
Students with Scores			673.0	
Mean Scale Score			327.7	
% Advanced			19%	
% Proficient			21%	
% Basic			17%	
% Below Basic			20%	
% Far Below Basic			23%	

#### Academic Performance Index

Number of Students included in the 2009 Growth API	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1824	701	693	5	8	Yes	No	No

#### Adequate Yearly Progress

Made AYP:	No	
Met 11 of 21 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	No	Yes
Percent Proficient	No	No
Academic Performance Index (API)		
- Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

#### EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	587	29.20%	N/A
Fluent-English-Proficient (FEP) Students	1,125	55.90%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	171	N/A	24.20%

	School year			Total growth
	2006-2007*	2007-2008	2008-2009	
Academic Performance Index	715	734	753	38

\* start of YPI engagement.

## California Standards Test Scores - 2009

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	177	202	184	159	137	129	123	127	115	100	
CST English-Language Arts											
Students Tested	174.0	196.0	176.0	147.0	129.0	126.0	118.0	127.0	115.0	100.0	
% of Enrollment	98%	97%	96%	93%	94%	98%	96%	100%	100%	100%	
Students with Scores	174.0	196.0	176.0	147.0	129.0	126.0	118.0	127.0	115.0	100.0	
Mean Scale Score	345.2	320.7	341.9	330.2	339.3	356.6	348.0	352.8	342.0	328.9	
% Advanced	14%	5%	16%	5%	5%	13%	14%	16%	11%	12%	
% Proficient	31%	21%	32%	25%	35%	48%	29%	36%	32%	23%	
% Basic	33%	37%	32%	48%	45%	29%	49%	37%	43%	35%	
% Below Basic	17%	26%	13%	18%	12%	8%	8%	9%	12%	21%	
% Far Below Basic	5%	11%	7%	4%	3%	2%	1%	2%	2%	9%	
CST Mathematics											
Students Tested	174.0	197.0	176.0	149.0	130.0	125.0					
% of Enrollment	98%	98%	96%	94%	95%	97%					
Students with Scores	174.0	197.0	176.0	149.0	130.0	125.0					
Mean Scale Score	386.6	369.5	355.9	331.4	330.4	337.5					
% Advanced	37%	26%	25%	8%	7%	9%					
% Proficient	32%	32%	33%	26%	23%	30%					
% Basic	18%	28%	23%	33%	42%	38%					
% Below Basic	11%	11%	18%	28%	25%	18%					
% Far Below Basic	2%	3%	2%	5%	3%	6%					
CST General Mathematics											
Students Tested							1.0				1.0
% of Enrollment							1%				
Students with Scores							1.0				1.0
Mean Scale Score							*				*
% Advanced							*				*
% Proficient							*				*
% Basic							*				*
% Below Basic							*				*
% Far Below Basic							*				*
CST Algebra I											
Students Tested							122.0	68.0	20.0	1.0	211.0
% of Enrollment							99%	54%	17%	1%	
Students with Scores							122.0	68.0	20.0	1.0	211.0
Mean Scale Score							329.1	316.6	292.1	*	321.8
% Advanced							2%	1%	0%	*	2%
% Proficient							32%	31%	5%	*	29%
% Basic							34%	19%	25%	*	28%
% Below Basic							23%	40%	60%	*	32%
% Far Below Basic							8%	9%	10%	*	9%
CST Geometry											
Students Tested								58.0	29.0	5.0	92.0
% of Enrollment								46%	25%	5%	
Students with Scores								58.0	29.0	5.0	92.0
Mean Scale Score								310.3	275.7	*	296.9
% Advanced								0%	0%	*	0%
% Proficient								17%	0%	*	11%
% Basic								36%	24%	*	32%
% Below Basic								47%	62%	*	51%
% Far Below Basic								0%	14%	*	7%
CST Integrated Math 2											
Students Tested										1.0	1.0
% of Enrollment										1%	
Students with Scores										1.0	1.0
Mean Scale Score										*	*
% Advanced										*	*
% Proficient										*	*
% Basic										*	*
% Below Basic										*	*
% Far Below Basic										*	*
CST Algebra II											
Students Tested									63.0	65.0	128.0
% of Enrollment									55%	65%	
Students with Scores									63.0	65.0	128.0
Mean Scale Score									283.3	255.1	269.0
% Advanced									0%	0%	0%
% Proficient									3%	0%	2%
% Basic									25%	6%	16%
% Below Basic									52%	32%	42%
% Far Below Basic									19%	62%	41%
CST Summative High School Mathematics											
Students Tested										24.0	24.0
% of Enrollment										24%	
Students with Scores										24.0	24.0
Mean Scale Score										250.7	250.7
% Advanced										0%	0%
% Proficient										0%	0%
% Basic										8%	8%
% Below Basic										58%	58%
% Far Below Basic										33%	33%
CST History - Social Science Grade 8											
Students Tested							123.0				
% of Enrollment							100%				
Students with Scores							123.0				
Mean Scale Score							341.3				
% Advanced							11%				
% Proficient							29%				
% Basic							45%				

% Below Basic							11%				
% Far Below Basic							3%				
CST World History											
Students Tested								111.0	2.0	113.0	
% of Enrollment								97%	2%		
Students with Scores								111.0		111.0	
Mean Scale Score								328.8	*	328.8	
% Advanced								5%	*	5%	
% Proficient								31%	*	31%	
% Basic								35%	*	35%	
% Below Basic								14%	*	14%	
% Far Below Basic								16%	*	16%	
CST U.S. History											
Students Tested									98.0		
% of Enrollment									98%		
Students with Scores									98.0		
Mean Scale Score									329.0		
% Advanced									9%		
% Proficient									29%		
% Basic									29%		
% Below Basic									23%		
% Far Below Basic									10%		
CST Science - Grade 5, Grade 8, and Grade 10 Life Science											
Students Tested			147.0				118.0		115.0		
% of Enrollment			93%				96%		100%		
Students with Scores			147.0				118.0		115.0		
Mean Scale Score			323.0				376.3		353.1		
% Advanced			3%				36%		19%		
% Proficient			19%				28%		37%		
% Basic			46%				23%		30%		
% Below Basic			22%				11%		13%		
% Far Below Basic			10%				3%		1%		
CST Biology											
Students Tested							127.0		8.0	1.0	136.0
% of Enrollment							100%		7%	1%	
Students with Scores							127.0		8.0	1.0	136.0
Mean Scale Score							342.1		*	*	341.0
% Advanced							9%		*	*	9%
% Proficient							31%		*	*	29%
% Basic							50%		*	*	53%
% Below Basic							8%		*	*	7%
% Far Below Basic							2%		*	*	1%
CST Chemistry											
Students Tested								2.0	93.0		95.0
% of Enrollment								2%	93%		
Students with Scores								2.0	93.0		95.0
Mean Scale Score								*	300.0		299.6
% Advanced								*	0%		0%
% Proficient								*	6%		6%
% Basic								*	42%		41%
% Below Basic								*	33%		34%
% Far Below Basic								*	18%		19%

#### Academic Performance

##### Index

	API				Met Growth Target		
Number of Students included in the 2009 Growth API	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
1404	753	735	5	18	Yes	Yes	Yes

#### Adequate Yearly Progress

Made AYP:	No	
Met 14 of 18 AYP Criteria		
Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	No
Academic Performance Index (API)	Yes	
- Additional Indicator for AYP		
Graduation Rate	Yes	

#### EL Reclassification

	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	685	35.10%	N/A
Fluent-English-Proficient (FEP) Students	999	51.30%	N/A
ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year	102	N/A	15.50%

#### California High School Exit Exam

	Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Language Arts	All Students Tested	141	112	79%	29	21%	373
Mathematics	All Students Tested	141	115	82%	26	18%	374

#### AP Exam Results 2007-2008

School	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
Vaughn Next Century Learn	0	79	1	**	**	**	**	**



California Standardized Testing and Reporting (STAR)

California Standards Test Scores - 2009

San Fernando Middle School Composite of Feeder Schools

(Dyer, Broadous, Gridley, Harding, Morningside, O'Melveny, Osceola, SF ES, Telfair, Vaughn LC)

Grades	Dyer 5	Broadous 5	Gridley 5	Harding 5	Morningside 5	O'Melveny 5	Osceola 5	SF ES 5	Telfair 5	Vaughn 5	Feeder ES Composite 5	SF MS 6	SFMS 7	SF MS 8	SF MS EOC
<b>Reported Enrollment</b>	160	164	139	98	161	95	64	102	194	159	1336	588	480	609	
<b>CST English-Language Arts</b>															
Students Tested	160	164	139	98	160	86	64	101	193	147	1312	583	478	603	
% of Enrollment	100.0%	100.0%	100.0%	100.0%	99.4%	90.5%	100.0%	99.0%	99.5%	92.5%	98.2%	99.1%	99.6%	99.0%	
Students with Scores	160	164	139	98	160	86	64	101	193	147	1312	583	477	603	
Mean Scale Score	337	332.6	342.3	336.3	331.4	332.4	332.4	339.4	321.7	330.2	332.9	324	316.3	308.6	
% Advanced	10%	14%	13%	5%	14%	20%	3%	13%	8%	5%	11%	5%	3%	5%	
% Proficient	26%	18%	30%	33%	23%	16%	20%	28%	20%	25%	24%	24%	23%	13%	
% Basic	43%	42%	39%	45%	31%	28%	59%	38%	34%	48%	40%	35%	36%	33%	
% Below Basic	14%	15%	12%	7%	16%	16%	13%	14%	22%	18%	15%	22%	20%	24%	
% Far Below Basic	8%	11%	6%	10%	16%	20%	5%	8%	16%	4%	11%	14%	18%	24%	
<b>CST Mathematics</b>															
Students Tested	160	164	139	98	160	86	64	101	193	149	1314	583	417		
% of Enrollment	100.0%	100.0%	100.0%	100.0%	99.4%	90.5%	100.0%	99.0%	99.5%	93.7%	98.4%	99.1%	86.9%		
Students with Scores	160	163	139	98	160	86	64	101	193	149	1313	583	413		
Mean Scale Score	329.1	381.9	358.7	346.7	340.6	358.2	349.3	339.8	332.2	331.4	345.9	321.5	301.4		
% Advanced	6%	29%	15%	9%	14%	23%	9%	8%	11%	8%	13%	7%	1%		
% Proficient	28%	28%	38%	35%	29%	19%	39%	31%	23%	26%	29%	26%	14%		
% Basic	33%	20%	26%	33%	20%	26%	30%	31%	25%	33%	27%	28%	32%		
% Below Basic	24%	18%	18%	21%	25%	20%	17%	28%	29%	28%	23%	28%	38%		
% Far Below Basic	9%	5%	3%	2%	13%	13%	5%	3%	11%	5%	7%	11%	15%		
<b>CST General Mathematics</b>															
Students Tested														227	227
% of Enrollment														37.3%	
Students with Scores														227	227
Mean Scale Score														273.6	273.6
% Advanced														0%	0%
% Proficient														2%	2%
% Basic														17%	17%
% Below Basic														55%	55%
% Far Below Basic														26%	26%

**California Standardized Testing and Reporting (STAR)**

**California Standards Test Scores - 2009**

**San Fernando Middle School Composite of Feeder Schools**

(Dyer, Broadous, Gridley, Harding, Morningside, O'Melveny, Osceola, SF ES, Telfair, Vaughn LC)

Grades	Dyer 5	Broadous 5	Gridley 5	Harding 5	Morningside 5	O'Melveny 5	Osceola 5	SF ES 5	Telfair 5	Vaughn 5	Feeder ES Composite 5	SF MS 6	SFMS 7	SF MS 8	SF MS EOC
<b>Reported Enrollment</b>	160	164	139	98	161	95	64	102	194	159	1336	588	480	609	
<b>CST Algebra I</b>															
Students Tested													62	375	437
% of Enrollment													12.9%	61.6%	
Students with Scores													61	375	436
Mean Scale Score													366.2	298.1	307.6
% Advanced													10%	2%	3%
% Proficient													52%	10%	16%
% Basic													28%	28%	28%
% Below Basic													8%	45%	40%
% Far Below Basic													2%	15%	13%
<b>CST History - Social Science</b>															
<b>Grade 8</b>															
Students Tested														602	
% of Enrollment														98.9%	
Students with Scores														602	
Mean Scale Score														303.8	
% Advanced														4%	
% Proficient														12%	
% Basic														37%	
% Below Basic														23%	
% Far Below Basic														25%	
<b>CST Science - Grade 5, Grade 8, and Grade 10 Life Science</b>															
Students Tested	160	163	139	98	160	86	64	101	193	147	1311			602	
% of Enrollment	100.0%	99.4%	100.0%	100.0%	99.4%	90.5%	100.0%	99.0%	99.5%	92.5%	98.1%			98.9%	
Students with Scores	159	163	139	98	160	86	64	101	193	147	1310			602	
Mean Scale Score	327.2	351	330.6	348.5	322.7	321.2	330.2	330.5	317.1	323	329.6			311.9	
% Advanced	2%	21%	6%	12%	4%	12%	2%	3%	8%	3%	8%			13%	
% Proficient	26%	21%	29%	38%	24%	24%	25%	25%	17%	19%	24%			20%	
% Basic	48%	32%	41%	29%	36%	19%	55%	55%	29%	46%	38%			19%	
% Below Basic	16%	18%	17%	11%	16%	12%	11%	12%	23%	22%	17%			23%	
% Far Below Basic	8%	7%	7%	10%	19%	34%	8%	5%	23%	10%	13%			25%	

California Standardized Testing and Reporting (STAR)

California Standards Test Scores - 2009

San Fernando Middle School Composite of Feeder Schools

(Dyer, Broadous, Gridley, Harding, Morningside, O'Melveny, Osceola, SF ES, Telfair, Vaughn LC)

Grades	ECONOMICALLY DISADVANTAGED COMPOSITE										Feeder ES			
	Dyer	Broadous	Gridley	Harding	Morningside	O'Melveny	Osceola	SF ES	Telfair	Vaughn	Composite	SF MS	SFMS	SF MS
	5	5	5	5	5	5	5	5	5	5	5	6	7	8
<b>Reported Enrollment</b>	160	164	139	98	161	95	64	102	194	159	1336	588	480	609
<b>CST English-Language Arts</b>														
Students Tested	148	156	126	74	144	82	55	92	193	147	1217	516	392	487
% of Enrollment	92.5%	95.1%	90.6%	75.5%	89.4%	86.3%	85.9%	90.2%	99.5%	92.5%	91.1%	87.8%	81.7%	80.0%
Students with Scores	148	156	126	74	144	82	55	92	193	147	1217	516	391	487
Mean Scale Score	334.9	332	341.7	332.2	329.3	331	331.3	337.8	321.7	330.2	331.5	323.2	315.7	310.3
% Proficient & Above	32%	32%	42%	35%	36%	35%	22%	40%	27%	30%	33%	28%	26%	18%
<b>CST Mathematics</b>														
Students Tested	148	156	126	74	144	82	55	92	193	149	1219	516	341	
% of Enrollment	92.5%	95.1%	90.6%	75.5%	89.4%	86.3%	85.9%	90.2%	99.5%	93.7%	91.2%	87.8%	71.0%	
Students with Scores	148	155	126	74	144	82	55	92	193	149	1218	516	338	
Mean Scale Score	326.8	383.8	358.5	339	336.4	356.9	347.9	339.1	332.2	331.4	344.5	321.6	300.3	
% Proficient & Above	32%	57%	54%	41%	41%	41%	47%	38%	35%	34%	42%	33%	15%	
<b>CST Science - Grade 5, Grade 8, and Grade 10 Life Science</b>														
Students Tested	148	155	126	74	144	82	55	92	193	147	1216			486
% of Enrollment	92.5%	94.5%	90.6%	75.5%	89.4%	86.3%	85.9%	90.2%	99.5%	92.5%	91.0%			79.8%
Students with Scores	147	155	126	74	144	82	55	92	193	147	1215			486
Mean Scale Score	324.9	351.2	329.6	344.4	320	319.2	329.8	330	317.1	323	328.1			315.6
% Proficient & Above	25%	43%	34%	47%	24%	37%	27%	28%	25%	22%	30%			35%

California Standardized Testing and Reporting (STAR)

California Standards Test Scores - 2009

San Fernando Middle School Composite of Feeder Schools

(Dyer, Broadous, Gridley, Harding, Morningside, O'Melveny, Osceola, SF ES, Telfair, Vaughn LC)

Grades	ENGLISH LEARNER COMPOSITE										Feeder ES			
	Dyer 5	Broadous 5	Gridley 5	Harding 5	Morningside 5	O'Melveny 5	Osceola 5	SF ES 5	Telfair 5	Vaughn 5	Composite 5	SF MS 6	SFMS 7	SF MS 8
<b>Reported Enrollment</b>	160	164	139	98	161	95	64	102	194	159	1336	588	480	609
<b>CST English-Language Arts</b>														
Students Tested	57	69	46	15	52	25	19	35	69	34	421	238	166	218
% of Enrollment	35.6%	42.1%	33.1%	15.3%	32.3%	26.3%	29.7%	34.3%	35.6%	21.4%	31.5%	40.5%	34.6%	35.8%
Students with Scores	57	69	46	15	52	25	19	35	69	34	421	238	166	218
Mean Scale Score	305.1	300.9	306.7	307.7	292.2	281.4	309.8	302.9	287.3	299.7	298.4	296.5	279.1	273.3
% Proficient & Above	11%	9%	4%	13%	4%	4%	0%	11%	4%	0%	6%	6%	2%	0%
<b>CST Mathematics</b>														
Students Tested	57	69	46	15	52	25	19	35	69	35	422	238	164	
% of Enrollment	35.6%	42.1%	33.1%	15.3%	32.3%	26.3%	29.7%	34.3%	35.6%	22.0%	31.6%	40.5%	34.2%	
Students with Scores	57	69	46	15	52	25	19	35	69	35	422	238	163	
Mean Scale Score	295.3	341.7	314.2	337.6	276.8	281.5	325.8	321.3	282.6	311.9	306.2	287.6	280.8	
% Proficient & Above	14%	39%	20%	33%	8%	0%	26%	26%	6%	20%	19%	10%	4%	
<b>CST Science - Grade 5, Grade 8, and Grade 10 Life Science</b>														
Students Tested	57	69	46	15	52	25	19	35	69	34	421			217
% of Enrollment	35.6%	42.1%	33.1%	15.3%	32.3%	26.3%	29.7%	34.3%	35.6%	21.4%	31.5%			35.6%
Students with Scores	57	69	46	15	52	25	19	35	69	34	421			217
Mean Scale Score	307.7	319.8	299.6	311.4	284.5	255.5	303.2	311.4	279.7	296.6	297.6			268.8
% Proficient & Above	9%	28%	9%	13%	4%	0%	0%	11%	1%	3%	9%			12%

California Standardized Testing and Reporting (STAR)

California Standards Test Scores - 2009

San Fernando Middle School Composite of Feeder Schools

(Dyer, Broadous, Gridley, Harding, Morningside, O'Melveny, Osceola, SF ES, Telfair, Vaughn LC)

Grades	DISABILITY COMPOSITE										Feeder ES			
	Dyer 5	Broadous 5	Gridley 5	Harding 5	Morningside 5	O'Melveny 5	Osceola 5	SF ES 5	Telfair 5	Vaughn 5	Composite 5	SF MS 6	SFMS 7	SF MS 8
<b>Reported Enrollment</b>	160	164	139	98	161	95	64	102	194	159	874	588	480	609
<b>CST English-Language Arts</b>														
Students Tested	17	10	7	20	18	17	12	13	31	3	128	79	58	73
% of Enrollment	10.6%	6.1%	5.0%	20.4%	11.2%	17.9%	18.8%	12.7%	16.0%	1.9%	14.6%	13.4%	12.1%	12.0%
Students with Scores	17	10	7	20	18	17	12	13	31	3	128	79	58	73
Mean Scale Score	267.2	*	*	302.8	273.4	297.6	310.1	298.3	272.6	*	286.2	282.9	274.8	268.5
% Proficient & Above	0%	*	*	15%	6%	18%	8%	8%	6%	*	9%	1%	2%	4%
<b>CST Mathematics</b>														
Students Tested	17	10	7	20	18	17	12	13	31	5	128	79	58	
% of Enrollment	10.6%	6.1%	5.0%	20.4%	11.2%	17.9%	18.8%	12.7%	16.0%	3.1%	14.6%	13.4%	12.1%	
Students with Scores	17	10	7	20	18	17	12	13	31	5	128	79	58	
Mean Scale Score	269.2	*	*	339.5	254	313.1	320.7	301.5	265	*	291.0	271.2	270.8	
% Proficient & Above	6%	*	*	40%	6%	18%	50%	8%	6%	*	17%	6%	2%	
<b>CST Science - Grade 5, Grade 8, and Grade 10 Life Science</b>														
Students Tested	17	10	7	20	18	17	12	13	31	3	128			73
% of Enrollment	10.6%	6.1%	5.0%	20.4%	11.2%	17.9%	18.8%	12.7%	16.0%	1.9%	14.6%			12.0%
Students with Scores	17	10	7	20	18	17	12	13	31	3	128			73
Mean Scale Score	291.1	*	*	300.1	274	304.6	318.8	305.9	275.8	*	292.3			265.5
% Proficient & Above	6%	*	*	15%	6%	18%	25%	8%	3%	*	10%			12%

Note that Broadous, Gridley, and Vaughn were excluded for grade 5 due to lack of reported score data.

## **Dixon Slingerland Biography**

Dixon Slingerland is the Executive Director of the Youth Policy Institute (YPI), a position he has held for the past thirteen years. Dixon started with YPI in 1991 after graduating from Stanford University. The Youth Policy Institute under his leadership has an annual budget of \$28 million (including affiliated charter schools) and operates programs at 95 sites in Los Angeles with more than 900 staff. YPI's revenue has increased by at least 50% each of the last six years.

Dixon is President of the Board of both Bert Corona Charter School and Monseñor Oscar Romero Charter Middle School. Bert Corona Charter School opened in September 2004, and serves 370 students in grades 6-8 in Pacoima. YPI opened Monseñor Oscar Romero Charter Middle School in 2007 and now serves 240 grade 6-8 students in the Pico Union/Westlake community.

Dixon served on President Obama's National Finance Committee (NFC) and Education Policy Committee during the 2008 Presidential campaign. He is now a member of the NFC for the Democratic National Committee. Dixon was an Honored Guest at the 2008 Democratic National Convention, Election Night in Grant Park (Chicago), and the Presidential Inauguration in January 2009.

Previously, Dixon was involved with a seven-site nationwide welfare-to-work grant and with five federally-funded community technology centers. He also has worked with thirteen HUD public housing revitalization projects (HOPE VI) and was co-founder of the first-ever federal consortium grant for community-based research (a six-year program with 15 university partners). In 1995-96, Dixon was a community organizer with the Ellen Wilson Urban Revitalization Demonstration in Washington, D.C. He assisted neighborhood residents in developing a \$3 million services plan for community enhancement. In 1994, he served as a consultant with the Empowerment Zone Team for Miami, Florida.

Dixon's wife Suzanne Steinke is a partner with the law firm of Mitchell Silberberg & Knupp. They have two children.

*Maria Reza*  
*25024 Highspring Avenue*  
*Newhall, CA 91323*

*home (661) 259-3938*  
*cell (661) 373-3611*

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### Academic Preparation

M.A. University of California, Los Angeles  
Education Administration

B.S. California State University, Northridge  
Home Economics/Humanities/Spanish

### Professional Experience

2005 - 2006 **Director of College Prep Programs, Families In Schools**

**Los Angeles Unified School District (Retired 2005)**

2000-2005 **Assistant Superintendent, Student Health and Human Services**

Provided leadership and central support for the District's Coordinated School Health Program including Medical, Nursing, Psychological, Pupil Services, Mental Health, Counseling, Health Partnerships, Health Education and Integrated Services. Collaborated with city and county agencies to maximize services to students. Responsible for 3,000 certificated and licensed staff.

1994 - 2000 **Cluster Administrator, San Fernando Cluster**

Responsible for Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern, including 24,000 students and 1200 teachers.

1988-94 **Principal, San Fernando Junior High School**, a multiethnic, low income, overcrowded year round school of 3,400 students

**1986-1988 Coordinator, School-Based Health Clinic Program**,  
Led the establishment, and fundraising for \$1.5 million of private funds for the first three school-based health clinics.

1983-1986 **Assistant Principal**, Chester Nimitz Junior High School

1978-1983 **Curriculum Specialist**, Career Education, Office of Instruction

1977-1978 **Specialist**, Career and Continuing Education Office

1975-1977 **Resource Teacher**, Home Economics Office

1969-1975 **Teacher**, Home Economics, Health, Spanish; Grade counselor, Dean

### **Professional Organizations**

- Association of California School Administrators
- Association for Supervision and Curriculum Development
- International Reading Association
- Association of Mexican American Educators
- California Association of Bilingual Educators
- Council of Mexican American Administrators (Past President)
- California League of Middle Schools
- California School Nurses Association

### **Community Involvement**

2009 to present – Docent in Training for Los Angeles County Museum of Art  
2003 - 2006 BOARD MEMBER, Mission College Advisory Committee  
2002 - 2005 Los Angeles County Task Force on Child Health and Physical Fitness  
2002 - 2005 BOARD MEMBER, Citizens Oversight Committee, Los Angeles Community College District  
1987- to present, Comision Femenil San Fernando Valley (three term President)  
1999 Appointed by Congressman Berman to State Democratic Committee  
1989- to present- Volunteer for MEND (Meet Each Need with Dignity)

### **Awards and Recognition**

2009 Distinguished Community Leadership Award, The Muniz Family Foundation  
2006 Woman of the Year, Los Angeles County Commission for Women  
2006 Lifetime Achievement Award, Council of Mexican-American Administrators, LAUSD  
2006 Visionary Award, Valley Community Clinic  
2005 Lifetime Service Award, Pupil Service and Attendance Counselors Association  
2005 State Leadership Award for Coordinated School Health, State Department of Education  
2005 Coordinated School Health Recognition, American Cancer Society  
2005 American Cancer Society Leadership Award  
2004 Dedication To Community Award, Northeast Valley Health Corporation  
2003 Los Ninos Heroes Award, The City Terrace Coordinating Council, Inc.  
2000 Woman of the Year: 20<sup>th</sup> Senatorial District, California State Senate  
1999 Selected for State HOPE (Hispanas Organized for Political Equality) Leadership Team  
1998 Recognition for Excellence in Education, Parent Institute for Quality Education



- 1998 Recognition of Outstanding Citizenship Activities  
Enhancing Community Betterment, Honorable Richard  
Alarcon, Councilman 7<sup>th</sup> District
- 1996 Recognition Award for Volunteer Efforts, City of Los  
Angeles, James K. Hahn, Los Angeles City Attorney
- 1997 Special Recognition Award, UCLA Parent Project
- 1997 Appreciation Award for Dedication and Support to  
Manufacturing Technology Laboratory, VICA  
Foundation
- 1997 Certification of Recognition: Women's History Month,  
San Fernando City Council
- 1995 Educator of the Year, Comision Femenil, San Fernando  
Valley
- 1995 Recognition Awards: Mayor's Office, City of Los  
Angeles and Los Angeles City Council, Seventh District
- 1995 Certification of Appreciation, Los Angeles County  
Supervision, Third District
- 1992 Woman of the Year, 38<sup>th</sup> Senatorial District, California  
State Senate

## **Eugene D. Straub**

560 N. Arden Blvd  
Los Angeles, CA 90004

(c) 310.497.1733  
(h) 323.466.6161  
[gstraub@ypiusa.org](mailto:gstraub@ypiusa.org)

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### **Professional Experience**

#### ***Youth Policy Institute, Los Angeles, CA***

- Chief Operating Officer/Chief Financial Officer, March 2008 - Present

Responsible for the operational and financial activities of a 501(c)(3) nonprofit agency with a \$28 million annual budget and 900 full and part-time employees. Key functional responsibilities include strategic planning, budgeting/forecasting, human resources, and funding compliance management.

#### ***IMMS, Inc./Group 500, Inc., Culver City, California***

- Chief Financial Officer, March 2005 - Present

Responsible for the finance and accounting activities of a privately held company providing internet-based marketing and management tools to independent insurance agents. Key functional responsibilities include strategic planning, budgeting/forecasting, banking, human resources, legal affairs, regulatory compliance management and investor relations.

#### ***Break the Cycle, Inc., Los Angeles, California***

- Chief Operating Officer, October 2003 - November 2004

Key member of executive management team that guided the national expansion of LA-based non-profit organization from one office (LA) to four (LA, NY, SF, WDC). Directly responsible for all financial activities, including budgeting, forecasting, accounting, lease negotiations, insurance and banking relationships, staffing of new offices and implementation of internal controls, policies and procedures. Executive supervision of all functional areas, including development (fund raising), program implementation, public policy and new city offices. Managed budgets and cash flow, provided Board of Directors and finance committee with monthly financial reports, supervised annual audit, implemented sound financial practices and planned growth of national infrastructure.

#### ***Twentieth Century Fox Film Corporation, Los Angeles, California***

- Senior Vice President - Studio Operations, February 2000 - October 2003

Responsible for daily operational activity of 54+ acre studio facility, including executive management of construction, maintenance, administrative services (print, Xerox, mail, freight), risk management, purchasing/strategic sourcing, real estate, environmental affairs, safety, production services, office services, parking and facilities. Directly accountable for \$85+ million operating budget, \$15+ million capital budget and nearly 1.2 million square feet of owned and leased office and production space. Created and implemented strategic plans for all areas focusing on operational restructuring, financial management and controls, marketing and accountability. Effectively increased utilization of all on-lot services while reducing costs and improving efficiency. Developed and implemented various systems to support operational activities - systems included rent management and billing,

service call management, construction cost management and production utilization and pricing models. Created forecasting tools to improve management and increase accountability of line managers in all areas of the group - tools included enhanced capital budgeting, occupancy modeling and production resource usage. Negotiated production deals with in-house and 3<sup>rd</sup> party clients for stages, office space and production packages. Managed staff of over 150 union and non-union employees and participated in union negotiations.

Vice President - Production Services, October 1999 - February 2000

Responsible for operations of Studio backlot and related support departments, including wardrobe, art, paint, set lighting, grip, drapery, mill, metal, craft service, transportation, frame shop, sign shop and staff shop. Negotiated feature film and TV production contracts to fill Studio's 15 soundstages. Responsible for \$20+ million annual operating budget and \$3+ million capital budget. Oversaw reorganization of backlot operations and implementation of financial accountability in all departments.

- Vice President - Finance/Chief Financial Officer - Blue Sky|VIFX, July 1996 - October 1999

Responsible for financial and operational management of wholly owned bicoastal (LA and NY) visual effects and computer animation company with combined staff of over 200. Negotiated production contracts, arranged capital purchases and leases and managed administrative departments, including HR, facilities, accounting, public relations and business development. Negotiated the purchase of Blue Sky Studios by VIFX in July 1997 and the sale of VIFX in 1999. Blue Sky Studios is still owned by Fox and won an Academy Award for Best Animated Short Film for *Bunny* in 1999 and was nominated for Best Animated Film in 2002 for *Ice Age*.

- Director - Business Development, May 1995 - June 1996

Responsible for researching potential acquisitions, preparing financial models and forecasts, assessing business needs and developing strategic plans. Reviewed numerous potential acquisitions, including corporate, library and strategic assets. Structured and negotiated the purchase of VIFX, including due diligence, purchase and sale agreement, employment agreements and related documents.

### ***Hyatt Hotels Corporation, Chicago, Illinois***

- Manager - Marketing Operations, March 1990 - November 1993

Responsible for financial and database operations in support of Gold Passport - Hyatt's frequent traveler rewards program. Financial responsibilities included creation and management of liability model for tracking guest spend and forecasting corporate exposure for award redemption. Database responsibilities included management of 3<sup>rd</sup> party vendor that handled membership database, fulfillment of membership materials, targeted mailings and analytical reporting.

### ***WTTW/Channel 11, Chicago, Illinois***

- Manager - Budget & Business Affairs, February 1988 - March 1990

Responsible for financial operations for Broadcast division of the Chicago PBS affiliate, including marketing, development, corporate communications, Eleven Magazine and broadcast operations. Oversaw creation of annual operating budgets for each area, developed strategic plan for division and worked with department

heads to restructure operations and improve organizational performance. Developed models for marketing and development areas to forecast revenue from various activities and participated in creative development of direct mail and on-air appeals.

**Education**

*Le Cordon Bleu, Paris, France - Diplôme de Cuisine (with honors), 1994*

*Michigan State University, East Lansing, Michigan - Bachelor of Arts - Finance, 1987*

**Nick A. Vásquez, Ed.D.**  
**2856 Lawndale Drive**  
**Los Angeles, CA 90065**  
**(213) 688-2802 – Work (323) 340-8321 – Home**

### **Professional Experience**

#### **2007- Present                      Executive Director, YPI Charter Schools**

Executive Director of YPI's charter schools in Los Angeles, including Bert Corona Charter Middle School in Pacoima, and Monsenor Oscar Romero Charter Middle School in Pico Union/Westlake. Responsibility for leadership and direction of all charter school operations, including academic resources, facilities management, and communication with parents and School Boards. Responsible for the education of over 600 middle school students and the coordination of community based learning activities at both schools.

#### **1997-2007                      Principal, Morningside Elementary School (LAUSD) #295528**

Serve as the instructional and administrative leader at a Project GRAD (Graduation Really Achieves Dreams) Los Angeles school. Provide for the safety and instructional process of over 1100 students in a year 'round school setting. Supervise, evaluate, and provide for the staff development of a faculty of over 60 certificated and 65 classified employees of varied experience and expertise. Ensure the full participation of all stakeholder groups in all aspects of the operations of the school: parents, certificated and classified staff, and administrative personnel. Devise and monitor the school budget with the input of all stakeholder groups. Work with community groups, leaders, and agencies to enhance the effectiveness, safety, and level of participation of all groups. Represent the school at all district meetings and functions. Participate in the "Dream Team" weekly principal professional development meetings at Project GRAD Los Angeles.

#### **1995-1997                      Assistant Principal, Sixty-Sixth Street School (LAUSD)**

Represent the principal as her designee at district meetings or in her absence at the school site. Provide for the morning, lunch, and dismissal supervision of students. Oversee the school discipline policy and Gold Slip positive incentive awards program. Lead assemblies. Schedule recesses, lunches, seating, and sports clinics. Assist principal with parent concerns. Organize, implement, supervise, and adapt a strong Emergency Preparedness Operations Plan. Monitor the school budget and payment processing of school purchases. Provide for the ongoing instructional process. Attend School Site, Title I and Bilingual Program monthly meetings. Attend all Special Education parent conferences. Assist in the recruitment, staff development and supervision of all new teachers, including teachers in the Class Size Reduction Program. Recruit, train, and supervise the noon duty, campus aide, and volunteer personnel. Supervise the school site after school playground, and Boy and Girl Scouts programs. Organize and implement the Ameriliteracy Program at the school site. Recruit and supervise Ameriliteracy staff

members on campus. Attend monthly cluster assistant principal meetings. Write the weekly bulletin and monthly parent newsletter. Gather resources from local colleges and universities and participate in college and career awareness activities throughout the year.

**1994-1995                      Assistant Principal, Edison Elementary, Glendale, CA**

Supervise the noon duty and school lunch program. Monitor and provide leadership for the Bilingual and Chapter I programs. Evaluate certificated personnel through the Stull evaluation process. Recruit for, and supervise the Families and Schools Together (FAST) program. Provide assistance and support for the SUMMIT (at-risk) and Even Start (parent education) programs. Serve as liaison to GATE Parent Advisory Committee (GPAC). Devise schedules for inclement weather, physical education, library, and computer lab instruction. Serve as master-of-ceremonies for the monthly awards ceremonies and special assemblies. Supervise and monitor the student tutoring program. Help organize and design staff development, including School Based Coordinated Program. Organize the curriculum, staffing, and recruitment of intersession participants. Represent the principal at district functions and meetings, as well as at the school site in her absence.

**1993-1994                      Adviser, Region D, (LAUSD)**

Advise 35 school principals, coordinators, and faculty regarding categorical programs such as Bilingual, Chapter I, and School Improvement. Provide staff development in all instructional areas. Participate in the FATHOM Project (Friendly and Teachable Hands-on Math). Help monitor the Mentor Teacher Program. Chief adviser for the Elementary Regional Administrator.

**1990-1993                      Teacher, Fernangeles Elementary School, (LAUSD)**

Teach 4<sup>th</sup>/5<sup>th</sup>/6<sup>th</sup> grade combination bilingual/bicultural class in a year 'round setting. Direct the Dance Club. Coordinate culmination exercises. "Teacher of the Year," for 1992.

**1984-1990                      Coordinator, UCLA Partnership Program**

Manage and evaluate the Jr. High Partnership Program, the University Express, and 27 school-site Partnership college preparatory clubs. Review and monitor the annual budget. Develop the annual program plan including goals, objectives and strategies. Hire, train supervise, and evaluate two professional staff, four administrative assistants, and twenty UCLA student interns to deliver program services to over 2,500 target school students and over 80,000 non-target students throughout the greater Los Angeles areas. Develop, implement and evaluate special programs which include academic classes, college preparatory workshops, and presentations. Design all summer academic programs for the UCLA Developmental Programs. Write and edit the Peer Academic Leadership Pipeline and Junior High Partnership newsletters. Maintain effective relationships with school counselors, teachers, administrators, and University officials.

Prepare monthly and annual reports of staff and program activities. Act as primary liaison to all target schools and outside agencies. Represent the program at various meetings and conferences. Make oral group presentations to students, staff and the general public. Participate in various campus committees such as the University Council for Advanced Studies, Undergraduate Admissions and Relations with Schools (UARS) the Committee on Early Outreach, and the “Pipeline” Committee, and the Division of Student Academic Services Staff Development Committee.

**1984                      Broadcast Operations Assistant, KCET Channel 28, Los Angeles**

Researched pertinent data on television programs and input information into computers to generate logs for master control engineers. Responsible for smooth, efficient programming on a daily basis. Wrote voice-over copy for program promotions.

**1978-1983                      Teacher, Union Avenue Elementary School (LAUSD)**

Taught grades 4-6 inner city Los Angeles. Devised and implemented units in the core curriculum as well as multi-cultural, multi-lingual units. Designed and implemented a federally-funded physical education program for over 2,400 students. Taught students and trained teachers at each grade level in order to institutionalize the program. Founded a bilingual student school newspaper. Translated for the Parent Advisory Committee.

**1977-1978                      Teacher, Central Junior High School, Pittsburg, CA**

Taught four levels of Spanish in a comprehensive bilingual/bicultural instructional program. Served as adviser for the soccer and Spanish clubs and translator for the Parent Advisory Committee.

**1976-1977                      Youth Coordinator, United Council of Spanish Speaking Organizations, Pittsburg, CA**

Coordinated youth activities at the Spanish Speaking Cultural Center to include recreational, academic, drug/alcohol/gang related issues. Managed the summer lunch program at five different sites in Contra Costa County.

**Education**

**2004                      University of California, Los Angeles, Doctor of Education,  
Educational Leadership Program**

**1987                      University of California, Los Angeles, M.Ed., Administrative  
Policy Studies, Administrative Services Credential**

**1977                      California State University, Hayward, Bilingual Cross-**

### **Cultural Credential**

- 1976**                      **University of California, Los Angeles, B.A., Spanish**
- 1974-1975**                **U. C. Education Abroad Program, Universidad Iberoamericana, Mexico City**
- 1972**                      **Summer Session, Universidad de Guadalajara**

### **Consulting**

- 2005 to Present**        **Project GRAD USA, Dream Team organization at Columbus, Ohio, Project GRAD site.**
- 1994**                      **American Association for the Advancement of Science. Site Coordinator for AAAS/ARCO Los Angeles Organizational Meeting for Parent Math/Science Programs in Southern California, ARCO Foundation, Los Angeles, CA**
- 1993-1994**                **ARCO Foundation, Pre-college Program Directory for Southern California.**
- 1993**                      **KCET, PBS. Educational consultant for PBS special, “Count On Me,” aired in September 1993. Advised parents how to help their primary grade children to succeed in mathematics through home-based activities.**
- 1992-1993**                **National Council of La Raza, Project Success. Developed bilingual science curriculum (53 lessons) for junior high and high school students at sites nationwide.**
- 1992-1993**                **Corpus Christi State University, Pre-college Programs, Corpus Christi, Texas**
- 1989**                      **Governor’s Job Training Office, State of Colorado**

### **Language Competencies**

**Spanish-fluent: excellent speaking and writing skills. Administered Spanish fluency exam for teachers, LAUSD, 1992. Official translator, 1984 Summer Olympic Games, Los Angeles, CA**

**Portuguese-fluent: good speaking and writing skills.**



### **Professional Conferences**

- 2006**                      **Presenter, Mid-Atlantic Equity Center Conference, “Raising the Achievement of Diverse Young Males,” Washington, D.C., March 24, 2006: “How Project GRAD Supports the Achievement of Diverse Young Males.”**
- 2005**                      **Presenter, Project GRAD USA Annual Meeting, Houston, Texas, Dissertation presentation, “The Dream Team as Principal Professional Development”**
- 2004**                      **Principal Panelist, Project GRAD USA Annual Meeting, Atlanta, Georgia**
- 2004**                      **Presenter, “How to Keep SFA In a Difficult District Climate,” Success for All Experienced Schools Conference, New York City**
- 2003**                      **Principal Panelist, Project GRAD USA Annual Meeting, New York City**
- 1990**                      **Keynote speaker, Governor’s Job Training Office, State of Colorado, “Job Training Partnership Act and Higher Education: Partnerships for the ‘90’s” Conference, University of Northern Colorado.**
- 1988**                      **Panelist, “Crossroads,” Channel 7, Denver, Colorado.**
- 1989**                      **Panelist, “Technology Leadership Conference: Technology and the At-Risk Student,” Scholastic Inc., New York City (Proceedings published in Electronic Learning Magazine, November/December, 1988.**
- 1988**                      **Panelist, “Conference on Intervention Programs for Minority Women,” Washington, D.C., June 1988 (Center for Women Policy Studies).**
- 1987**                      **Participant, “Making Schools Work for Underachieving Minority Students,” (UCLA Center for the Study of Evaluation).**
- 1987**                      **Speaker, “Programs That Work and Why,” Scottsdale,**

Arizona, Western Interstate Commission for Higher Education (WICHE) Over 150 legislators, educators, and policymakers in attendance.

- 1987 Panelist, "Conference on High School to College Transition Programs," Harvard University, Cambridge, MA (Harvard Forum on Minority Participation in Higher Education).
- 1987 Participant, "Middle School Mathematics: A Meeting of Minds," Washington, D.C. (American Association for the Advancement of Science and Carnegie Corporation of New York).
- 1986 Panelist, "Operation Rescue," California State University, Angeles (National Education Association Advisory Committee on Dropout Prevention).

#### **Professional Organization Membership**

Associated Administrators of Los Angeles

UCLA Graduate School of Education Alumni Association  
Association for Supervision and Curriculum Development

#### **Special Committees and Advisory Boards**

Secretary, Project GRAD Los Angeles Advisory Board

Advisory Board, Comparative Ethnicity Training and Research Project, Center for the Study of Women and Men, University of Southern California.

Chancellor's Advisory Committee on the Status of Women, UCLA

Advisory Board, Center for Applied Linguistics, Washington, D.C.

Three Tier Mentor Program, UCLA Alumni Association  
Diversity Trainer, UCLA

#### **Honors and Recognition**

- 2001 Morningside Elementary visited by First Lady Laura Bush, Mexican President Vicente Fox, California Governor Gray Davis

- 2000** “Local Hero for Education Award,” City of Los Angeles, Mayor Richard Riordan’s State of the City Address, El Capitan Theater, Hollywood
- 1993** “Who’s Who in the West”
- 1993** “Who’s Who in American Education”
- 1992** “Teacher of the Year,” Fernangeles Elementary (LAUSD)
- 1988, 1989** The University Express featured in Change Magazine as a model program, and in UCLA Today and UCLA Magazine
- 1987** Administrative and Professional Staff Achievement Award, Undergraduate Admissions and Relations with Schools, UCLA

#### **Extended Education**

- 2002** Harvard Principals’ Institute, Harvard University
- 1986-1987** Fellow, Institute for Educational Leadership, Washington, D.C.

#### **Publications**

- 2004** “Principal and Project GRAD Executive Director Perceptions of the Dream Team as Principal Professional Development,” Doctoral Dissertation, UCLA School of Education and Information Sciences
- 1988** Produced an informational and motivating college preparatory video called, “The University Express,” distributed nationally

#### **References**

Linda Rose, Ph.D., Educational Leadership Program, UCLA School of Education and Information Sciences, (310) 206-1673, [rose@gseis.ucla.edu](mailto:rose@gseis.ucla.edu)

Gene Tucker, Ed.D., Educational Leadership Program, UCLA School of Education and Information Sciences, (310) 206-1879, [etucker@ucla.edu](mailto:etucker@ucla.edu)

**Dan Isaacs, Associated Administrators of Los Angeles  
(213) 484-2226**

**Mercedes Velazquez, Director School Support Services, Local  
District 2, (818)755-5428**

**Ford Roosevelt, President and CEO, Project GRAD Los  
Angeles, (818) 760-4695, [froosevelt@projectgradla.org](mailto:froosevelt@projectgradla.org)**

David L. Moguel  
Associate Professor, Department of Secondary Education  
Michael D. Eisner College of Education, CSU Northridge  
818/677-4010, [david.l.moguel@csun.edu](mailto:david.l.moguel@csun.edu)

## Degrees

1. Ph.D. in Teaching Studies, December 2000

Graduate School of Education & Information Sciences, University of California at Los Angeles, CA

Dissertation title: "Why Do Some Teachers Talk Too Much?: Participation and Learning in a Teacher Education Course"

2. Master's in Public Policy, 1990

John F. Kennedy School of Government, Harvard University, Cambridge, MA

Thesis title: "Evaluating the Boston Public Schools Budget," JFK School of Government, for the Office of Budget and Program Evaluation, Office of the Mayor, Boston, Massachusetts.

3. Bachelor of Arts in Political Science, 1987

Stanford University, Palo Alto, CA

4. High School Diploma, 1983

Reseda High School, Los Angeles Unified School District, Reseda, CA

## Relevant Experience

1. **Associate Professor of Social Studies Education**

9/2000 - present

Department of Secondary Education, College of Education, CSUN

Teach graduate level courses in methods of teaching social studies, teach the introductory field experience and seminar course of the new credential program, coordinate the supervised instruction program, supervise student teachers, and participate in various department and college committees.

2. **Part-Time Lecturer**

8/98 – present

Department of Educational Leadership and Policy Studies, College of Education, CSUN

Summer instructor of ELPS 303, "Education in American Society," and ELPS 496 DV, "Equity and Diversity in Schools."

3. **High School Teacher, Summer School**

6/01-8/01

Project Grad, Equity Office, College of Education, CSUN

Team-taught two social studies summer school classes of San Fernando High School juniors.

4. **Student Teaching Supervisor**

9/96-6/00

Center X, School of Education & Information Science, UCLA, Los Angeles, CA

Assisted in the training and preparation of new teachers for urban secondary schools with high concentrations of low-income students. Supervised teacher candidates in the field, co-led a weekly seminar, chaired portfolio defenses, and participated in the selection of new candidates.

5. **High School Social Studies Teacher**

10/93 – 6/95

Thomas Jefferson High School, Los Angeles Unified School District

Taught world history, government and economics. Participated in Chapter 1 and bilingual education programs, sponsored various student organizations.

## 6. Teacher Candidate

1994-95

Graduate School of Education, California State University, Los Angeles, CA

Educational foundations and instructional methods classes for renewal of emergency teaching credential.

## 7. Program Analyst

9/90 – 10/93

U.S. Department of Education, Washington, D.C.

Served as a program analyst for the Office of Policy and Planning in the areas of education accountability, assessment, and bilingual education. Oversaw research and evaluation studies and participated in an exchange of U.S. and Japanese civil servants.

## Publications

Moguel, D. (Summer 2004). "What does it mean to participate in class?: Integrity and inconsistency in classroom interaction" *Journal of Classroom Interaction*, Vol. 39, No. 1, peer-reviewed journal based at the College of Education, University of Houston, H.J. Freiberg, editor.

Moguel, D. (Fall 2003). "A Service-Learning exercise in building civic engagement in teacher education" *Issues in Teacher Education*, a peer-reviewed journal of the California Council on Teacher Education, Steve Turley, editor, and Alan H. Jones, publisher.

Moguel, D. (Spring 2002). "Getting teachers to talk less and students to talk more and participate in class discussions" *Social Studies Review*, peer-reviewed journal of the California Council for the Social Studies, Dr. Al M. Rocca, editor.

Moguel, D. (Spring 2002). "What can we do when students don't do the reading?" *The CELT Newsletter*, published by CSUN's Center for Excellence in Learning and Teaching, Dr. Cynthia Desrochers, editor.

## Membership in Professional Organizations and Institutes

California Association for Bilingual Education

California Council for the Social Studies

California Council on Teacher Education

## Recent Professional Presentations

Capistrano Valley High School, Mission Viejo, California, October 31, 2005. "Exploring the meaning of Latino and Hispanic." I was invited to present to the faculty and staff of a school that has experienced a recent influx of Mexican immigrants in the past three years.

Orange County Department of Education and the Orange County Area Social Science Association, May 17, 2005, part of "On Being Latino in Orange County" program. "What does it mean to be Latino?" The event was attended by almost 200 teachers and administrators.

California Association for Bilingual Education annual conference, March 4-7, 2004, San Jose, CA.

"Getting teachers to talk less and English learners to talk more," and "What Does Spanish and being Latino have to do with being African, Asian, Arabic, European, Irish, Jewish, and Philipino?"

# DVORA INWOOD

11C Forest Drive  
Springfield, NJ 07081  
(310) 384-6426 or (973) 376-8983  
[dinwood@gmail.com](mailto:dinwood@gmail.com)

## EXPERIENCE: EDUCATION ADMINISTRATIVE

- 6/09 – present      **Founding Educator.** Valley Charter School. Wrote detailed business plans, grants and charters for a K-8 proposed charter school that emphasizes differentiated instruction, Global Competence, and rigorous math/science/music. School has received start-up funding from the Walton Family Foundation, totaling \$100,000, and currently in the running for another \$500,000.
- 2/09 – 6/09      **Curriculum Writer.** The New Teacher Project. Wrote educational sessions to be used for the training of mathematics teachers at the middle school and high school level in programs across the country. Emphasis on data driven instruction, multiple use of manipulatives, technology, and differentiated instruction.
- 11/08 – 10/09      **Founding Educator.** Citizens of the World Charter School (K-8). Researched, designed and wrote charter of a proposed charter school in Los Angeles. School will value multiple intelligences in learning and assessment processes, teacher action research focused on student learning, and a constructivist approach to teaching and learning.
- 6/07 – 9/08      **Founding Educator.** Larchmont Charter School West Hollywood (K-8). Led team of teachers in developing a rigorous, college-preparatory, IBO-inspired middle school and a project-based K-5. Wrote educational program including schedule, philosophy, research-based pedagogy, scope and sequence of core/technology/arts curriculum aligned with standards, assessment, and instructional strategies. Designed professional development program, teacher evaluation process, administrative and faculty staff job descriptions, operational budget, and governance structure. Wrote grants giving school largest possible start-up funding grants totaling \$1 million. School opened in fall 2008.
- 6/06 – 6/07      **Board of Directors.** Larchmont Charter School. ([larchmontcharter.org](http://larchmontcharter.org)). Led school wide assessment committee and charter renewal committee.
- 12/06 – 6/07      **Educational Consultant.** Bridges Community Charter School. Developed a detailed plan to implement an innovative, project-based, Reggio-inspired elementary educational program and re-wrote charter.
- 6/05 – 5/06      **Founding Educator.** Los Feliz Charter School for the Arts. ([losfelizarts.org](http://losfelizarts.org)). Wrote the charter and designed the educational program for K-6 arts-based elementary school that is focused on an arts-integrated, project-based curriculum, a constructivist approach to teaching and learning, and intensive arts education. Wrote grant that won the largest possible start-up funds from the California State Department of Education (\$450,000). Founding Board member.
- 1/04 – 5/05      **Founding Educator and Board Member.** Larchmont Charter School. ([larchmontcharter.org](http://larchmontcharter.org)). Designed the educational program for a K-6 elementary school that is focused on multi-age classrooms, project-based curriculum, and a constructivist approach to teaching and learning. Wrote charter that was then used

as basis for grant that won the largest possible start-up funds from the California State Department of Education (\$450,000). School opened in 9/05.

**EXPERIENCE: TEACHING**

- 9/94 – present    **Private Academic Tutor/Counselor.** Counsel high school students in pursuing academic and extra-curricular goals and applying to summer programs and college. Tutor academic subjects (Calculus, Trigonometry, Algebra, Geometry, English, Economics, Spanish) and standardized test preparation: math, reading comprehension, vocabulary development, grammar and writing.
- 8/04 – 8/07    **Mathematics Teacher,** Harvard-Westlake School, Los Angeles, CA. Taught grades 7-8. Algebra, Pre-Algebra. Algebra I team leader/curriculum coordinator. Homeroom teacher/counselor. Tutor Geometry. Interdisciplinary Study Skills Committee member. Assistant Coach Fencing ('04-'05). Admissions reader/interviewer.
- 8/01 – 6/03    **Mathematics Teacher,** Archer School for Girls, Los Angeles, CA. Taught grades 6-11. Algebra I, Algebra II, Geometry, Math 6, and self-created Economics curriculum. Advisory teacher. Co-led interdisciplinary faculty team in integrating financial literacy lessons into the general curriculum. Designed and led experiential education trips to Joshua Tree and to North Cascade National Park in Washington. Accompanied chorus on piano in rehearsal and in concert. Led math team.
- 10/97 – 6/03    **Mathematics and Language Arts Teacher,** Aviva Center, Hollywood, CA. Taught grades 9-12 in weekly classes for SAT and SAT Subject tests at residential treatment center for abused girls. Covered high school level mathematics and verbal skills.
- 10/00 – 6/03    **Drama/Improvitational Acting Teacher,** Aviva Center, Hollywood, CA. Taught weekly classes at high school in residential treatment center for abused girls.
- 9/86 – 8/90    **Music and Piano Teacher,** Millburn, NJ. Taught private and group classes in piano playing and music composition.

**EXPERIENCE: WRITER/ANALYST**

- 2/01 – 7/01    **Policy Analyst/Writer,** Natural Resources Defense Council, Los Angeles, CA. Wrote "White Papers" on environmental issues for government officials and members of the press.
- 9/98 – 2/01    **Market Analyst,** Blink.Com, Tag Media, Los Angeles, CA, New York, NY. Led market analysis, business development projects and website redesigns for Internet companies.
- 7/97 – 8/98    **News Producer/Writer,** "Which Way, LA?" On N.P.R. Station KCRW 89.9 FM, Los Angeles, CA. Researched stories, interviewed guests, wrote copy and produced daily public issues program.
- 6/96 – 6/97    **Magazine Writer,** *Timeout New York*, New York, NY. Wrote on healthcare, sports, culture, arts and books.
- 5/95 – 6/96    **Television Staff Writer,** "Married...With Children," Los Angeles, CA. Wrote episodes for half-hour situation comedy, collaborated with team of seven writers and producers.



## EDUCATION:

- Fall 2008      **University of Phoenix.** Completed School Finance and Administrative coursework online.
- 9/03 – 6/04      **Stanford University,** School of Education, Stanford, CA. MA degree in Curriculum Studies and Teacher Education. Program representative to faculty advisory committee. Research focus on curriculum, teaching, learning, educational research, financial literacy, K-12 school design.
- 9/91 – 6/94      **Harvard University,** Cambridge, MA. BA degree with Honors in Social Studies (economics, social and political history and theory). Recipient of thesis research grants from the Center for Middle Eastern Studies and the Dorot Foundation. Harvard Lampoon editor. Harvard Crimson editor. Educational theater company founder and director.
- 9/90 – 6/91      **Yale University,** New Haven, CT. Proposed American History major, Music (composition and organ performance) minor.

## ADDITIONAL INFORMATION:

- Proficiency in HTML, javascript, Excel, PowerPoint, Windows, MAC, et al
- Fluency in Hebrew, Proficiency in Spanish
- Classically trained pianist and organist

## IRIS ZUNIGA-CORONA

Iris Zuniga-Corona serves as the Chief of Staff for Youth Policy Institute. Mrs. Zuniga-Corona in the past oversaw afterschool programs that reached more than 5,000 students every day at 56 school sites. Partnering with the Los Angeles Unified School District (LAUSD) and charter schools in Los Angeles, 21st Century Kids (elementary and middle programs) and Rock on Education (high school programs) offered tutoring and project-based activities that increased academic achievement while keeping learning fun. Under Mrs. Zuniga-Corona's leadership and vision the programs that YPI offers are innovative and connected to the needs of today's youth. In addition the academic assistance and services that are provided work to keep students on track for timely grade level promotion and graduation from high school.

Mrs. Zuniga-Corona served as Senator Richard Alarcon's Education and Health Field Deputy. In this capacity she oversaw the development and implementation of various education and health community programs, including the *Valley Education Collaborative*, *Write it Right!*, *Got College?*, *Insuring our Kids Future*, and *Plan ASAP for your SAT*. Mrs. Zuniga-Corona also served as an Assistant Education Consultant to the Senate Select Committee to Develop a Master Plan to End Poverty in California.

Prior to the Senate Mrs. Zuniga-Corona worked with community organizations that focused on outreach and retention of high school and college students. During that time her passion for advocating education to high school students and transfer students was ignited.

Mrs. Zuniga-Corona is a member of HOPE and Comision Femenil. In her spare time she mentors high school students, her goal being that every student obtains the information and tools necessary to go on and pursue their dreams. She knows that her dream to watch more minorities obtain a college degree will take a lot of hard work and cooperation with other organizations.

Mrs. Zuniga-Corona attended Los Angeles Mission College and transferred to UCLA; she received her B.A. from UCLA in Sociology and Chicano/a Studies and received her MPA at California State University, Northridge.

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## ROTH FREDERICK HERRLINGER, III

2110 4<sup>th</sup> Street, #15  
Santa Monica, CA 90405  
rothherrlinger@mac.com (310) 854-9889

### *Experience*

- HERRLINGER MANAGEMENT & CONSULTING, Santa Monica, CA**
- 2009-Present **President**
- Provide consulting and interim management services to organizations in the public and private sectors, aligning people, program, and processes with the organization's strategic vision. Services include strategic planning, operations planning and management, financial planning, business/partnership development, and quality assurance. Primary focus is on optimizing organizational structure, individual and team roles and responsibilities, and daily operational processes to develop a culture of extraordinary trust, teamwork, performance, and satisfaction. Select engagements include:
- Developed operations plans for Youth Policy Institute's proposals to operate seven "Public School Choice" schools in Los Angeles Unified School District.
  - Provided business development services to Rubicon National Social Innovations in the creation and launch of their Emerge Loan program (an employer-distributed employee benefit that offers a healthy alternative to predatory corner-store payday advances). Secured employer partnerships, funding sources, and underwriting partnerships.
  - Managed multi-school systems implementation of new State-mandated CALPADS reporting system at Bright Star Schools; oversaw other State and District reporting.
- BRIGHT STAR SCHOOLS, Los Angeles, CA**
- 2007-2009 **President/Chief Operating Officer**
- Responsible for the day-to-day management of Bright Star Schools CMO (Charter Management Organization) and subsidiary schools (Stella Middle Charter Academy and Bright Star Secondary Charter Academy). Oversight of Corporate and School Operations, Academics & Culture, Facilities, Finance, Human Resources, and Information Technology. Led strategic planning team which wrote Bright Star's first growth plan and garnered \$4.5 million in philanthropic support for school expansion. Led team of key school employees to develop radically accurate job descriptions for every position at the schools, resulting in major changes to org charts, compensation structure, and hiring imperatives. Oversaw documentation of policies in all arenas of operations, as well as student, parent, and teacher/administrator handbooks. Supported hiring of key employees to build the CMO; provided extensive daily management and coaching to employees at all levels of the organization.
- THE HANDY GUY, INC., Inglewood, CA**
- 2005-2006 **President**
- Founded and led a home improvement services startup serving Westside Los Angeles. Responsible for all aspects of Strategic Planning, Marketing, Customer Service, Finance, Human Resources, and Legal/Compliance.
- Developed marketing programs which grew revenues to \$270k in year 1 and \$900k in year 2.
  - Strong commitment to socially responsible business practices. Organized corporate structure and aligned company finances to match or exceed benchmarked best practices for employee compensation and benefits, customer service, community involvement.
- HERRLINGER MANAGEMENT & CONSULTING, Santa Monica, CA**
- 2001-2004 **President**
- Provided extensive consulting and interim management services to companies in a wide variety of industries throughout the United States and worldwide, with a focus on creating sustainable improvements by leading cross-functional teams to develop effective, intuitive systems and processes. Clients range from startups to \$500 million firms; functional areas of responsibility have included strategic planning, new product development, finance, business development, operations, and process improvement. Select engagements include:
- Managed team responsible for outsourcing all fulfillment operations to a third party logistics provider for Anchor Blue Retail Group, a \$250 million clothing retailer. Led strategy team for one of ABRG's divisions to address impending changes in the supply chain market and develop strategic responses to various potential outcomes.
  - At BMK, LP, a \$300 million distributor of non-food products to grocery and drug store chains, responsibilities included analyzing and reporting on the company's overstock inventory position, supporting inventory rationalization, and managing the disposition of overstock inventory for the Western U.S.
  - At Ellianz, a web-based enterprise software startup, led a variety of strategic planning efforts, assisting the company to identify its core competencies and successfully acquire development partnerships and early stage

financing. Managerial responsibilities included Strategic Planning, Finance, Human Resources, Legal, Purchasing, and Facilities/Infrastructure. Wrote business plan to support internal benchmarking and external fundraising activities.

**CHIPSHOT.COM, Sunnyvale, CA**

1999-2000 **Senior Project Manager, Operations Division**

Led all strategic process improvement initiatives including planning, resource allocation, implementation by cross-functional teams, and post-project audit in Operations Division of pre-IPO web-based custom golf equipment manufacturer. Responsible for daily tactical support and management of 100+ employees in Purchasing, Receiving, Stockrooms, Manufacturing, Shipping, and Customer Service.

- Created Corporate Quality department to evaluate fulfillment time, accuracy and cost of internal Operations and evaluate and benchmark material and packaging quality levels at all points in the supply chain.
- Led process improvement projects including: work floor reengineering (reduced cycle time by 80% and work cell footprint by 30%; implemented pull manufacturing system); design and build-out of a new manufacturing and fulfillment center; facility move from 38,000 square feet to 106,000 square feet; problem solving teams to upgrade returns processes and databases and resolve material quality discrepancies.
- Led systems implementations including Oracle ERP and contact center management system.

**PORTOLA PACKAGING, INC., San Jose, CA**

1997-1999 **Product Line Manager**

At privately-held \$180 MM plastic packaging manufacturer, led cross-functional product development teams to develop lightweight closure for dairy, water and juice applications and first 5-gallon PET water bottle commercially available in US market. Managed all aspects of product sales, marketing, and capacity planning for these product lines. Achieved fastest new product rollout in company history; earned 150% margin increase for new closure and 60% for new bottle.

1996-1997 **Corporate Business Manager**

Performed financial and M&A analysis for CFO and CEO; led financial analysis/due diligence teams investigating US and foreign acquisition targets and new market opportunities. Led system and process improvement efforts at Corporate level, including: training corporate staff in company's standard problem solving process; revising policies, procedures, and analytical tools for capital asset management. Supported foreign operations' strategic and financial planning.

**UNIVERSAL TRANSACTIONS, INC., Cincinnati, OH and former Soviet Union**

1992-1994 **Vice President, Russia and Ukraine**

Partner in startup firm which raised \$1 MM capital for six investment projects. Created investment banking and client screening protocol; managed office in Russia, including hiring and training professional staff; led market research teams of Western and local experts. Member, Board of Directors of S-Print (first quick print business in Eastern Ukraine).

*Education*

**STANFORD GRADUATE SCHOOL OF BUSINESS, Stanford, CA**

*Masters of Business Administration*

General management program with emphasis on finance and entrepreneurship.

**DARTMOUTH COLLEGE, Hanover, NH**

*B.A. Degree, cum laude, Russian Language and Soviet Area Studies*

*Additional  
Information*

- Fluent in Russian, proficient in French. Traveled extensively throughout former Soviet Union, Europe and Africa.
- Solo piano CDs include "Translucent" (2009) and "Silence Whispers" (collaboration with poet Devin Grace, 2006). Solo Native American Flute CD "Peace Howl" to be released in 2010. [www.pianoandflute.com](http://www.pianoandflute.com)
- Board Member of Warrior Educational Films and chief pro bono consultant to The DocuMentoring Studio, both founded by award-winning filmmaker Frederick Marx ("Hoop Dreams", 1994). [www.fmarxfilm.com](http://www.fmarxfilm.com)

**San Fernando Middle School- Media Academy Teacher**

**Mary Cruz Cárdenas**

11912 Dronfield Ave

Pacoima, CA 91331

Cell: (818) 935-1274

[mary.c.cardenas@csun.edu](mailto:mary.c.cardenas@csun.edu)

Objective To obtain a teaching position in the Language Arts Department as part of the San Fernando Institute of Applied Media School

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Education California State University, Northridge  
Degree: Bachelor of Arts – 2003  
Concentration: Creative Writing

California State University, Northridge  
Credential: Multiple Subject- 2006

California State University, Northridge  
Degree: Masters of Arts in Elementary Education-2009

Credentials California Professional Clear Multiple Subject Teaching Credential  
Cross cultural Language and Academic Development Certificate  
(CLAD)

Experience

2009 to Present California State University, Northridge  
Northridge, California  
Chicano Studies Department  
Position: English Professor  
Developmental Writing and Freshman Composition

2007 to Present LAUSD  
San Fernando Middle School  
San Fernando, California  
Position: Teacher – Grade 6 and 7<sup>th</sup>– Honors Language Arts/  
History/ Creative Writing/ Journalism/ Reading Intervention/  
Math Intervention  
Taught English Language Acquisition Program (ELAP)  
Served as a sixth-grade representative for the Local District 2  
Language Arts Cadre

January 2007  
to June 2007

LAUSD  
Pio Pico Span School  
Position: Teacher – Grade 5  
Grade 3 ELA Interventions

### Professional Development

- \*Trained in the use of Thinking Maps
- \*Trained in Into English/ ELD Practicum
- \*Trained in Open Court (OCR) reading program
- \*Train in Reading Edge Success for All (SFA)
- \*California League of Middle Schools Conference (CLMS)
- \*USC Summer Institute Novice Strand for Gifted Training

### Professional References

Dr. Susan Belgrad  
Associate Professor in Elementary Education- California State University,  
Northridge  
(661)210-5421

Veronica Koch  
Teacher/ BTSA provider/ GATE coordinator- San Fernando Middle  
School  
(818) 298-9721

Karen Logan  
English Department Chair/ Visual Performing Arts Academy Lead  
Teacher- San Fernando Middle School  
(818) 837-5400

Susie Rigamat  
Literacy Coach – San Fernando Middle School  
(818)837-5400

Carlos Tobar

Assistant Principal – San Fernando Middle School  
(818) 837-5400

## **VIVIAN M. ARAUJO**

18540 Vincennes Street Apt. #11

Northridge, CA. 91324

(818) 554-1584

Email: vma9201@lausd.net

### **OBJECTIVE**

To obtain a teaching position in the Social Studies Department as part of the San Fernando Institute for Applied Media.

### **QUALIFICATIONS**

LAUSD, San Fernando Middle School

7<sup>th</sup> and 8<sup>th</sup> grade Social Studies Teacher, September 2006 – Present: Instruct approximately 160 seventh and eight grade students in Medieval or U.S. History California Standards. Guide the students in connecting history and the use of writing, discussion, speaking, research, critical thinking and technology.

Social Studies Department Chair, September 2008 – Present: Promote and support quality standards-based instruction in Social Studies department. Provide instructional leadership by attending Social Science Periodic assessment training and administering the Periodic Assessments, facilitating collaborative planning meetings and post-assessment discussion of results and implications for practice. I also serve as the contact person between the school, the History/Social Science Expert/Specialist, and the Central History/Social Science staff for supporting implementation of District History/Social Science initiatives.

Multimedia Academy-Student Activities Director, September 2007 – Present: Coordinate the different positive rewards promoted in the Multimedia Academy.

Project Grad- CMCD School Advisor, September 2007 – June 2009: One of two campus representatives of the Consistency Management & Cooperative Discipline Program. Assist new teachers in the implementation of positive discipline strategies. Facilitate whole staff professional development in the program.

BTSA Advisor, September 2009 – Present: Attend 24 hours of LAUSD training regarding the development of professional portfolios. Learned strategies for helping new teachers be more effective in the classroom as well as help prepare them to obtain a clear credential.

Social Studies 8<sup>th</sup> grade Cadre Member, September 2007 – June 2009: Attend monthly meetings at local district headquarters. Disseminate the new research/data and strategies to San Fernando Middle School history department and track its implementation in the classrooms.

### **EDUCATION**

Single Subject – Social Studies Clear Credential

BTSA Program

LAUSD, June 2009



Preliminary Teaching Credential and CLAD Certification  
Accelerated Collaborative Teacher (ACT) Preparation Program  
California State University, Northridge, June 2006

Bachelors of Arts, History, June 2004  
Bachelors of Arts, Anthropology, June 2004  
California State University Northridge, CA

### **PROFESSIONAL ORGANIZATIONS**

National Council for the Social Studies  
California Council for the Social Studies  
Southern California Social Science Association

### **REFERENCES**

Available upon request.

Stephen Hill  
21653 Spice Court  
Santa Clarita, CA 91350  
guru@haironfire.com  
(661) 210-8343

## **California Teaching Credential**

*August 07, 2008*

Clear Single Subject Teaching Credential  
Document Number: 081040409  
English (Examination)  
Social Science (Examination)  
CLAD Certification

## **Teaching Experience**

*August, 2007 – Present*

Multimedia Academy  
San Fernando Middle School  
Los Angeles Unified School District  
Los Angeles, CA

Assignments:  
ELA 8A/B, Basic Reading, ESL 2B, ESL 3C, ESL 4, EL Language Skills

*Summer School: 2007, 2008, 2009*

Summer Academic Enrichment Program  
California State University, Northridge  
Northridge, CA

Assignment: Reading-Developmental and Reading- Power

Responsibilities:

- Focus on word attack, vocabulary development, and comprehension skills for students reading below grade level
- Focus on vocabulary development, comprehension, study skills, and written responses to literature for students reading above grade level

*August 2005 –June 2007*

La Mesa Junior High School  
William S. Hart Union High School District  
Santa Clarita, California

Assignment: ELA 7, ELA 8, ELA 7/8 Intervention (after school program)

*Summer 2006*

Hart High School  
William S. Hart Union High School District  
Santa Clarita, California

Assignment: SEGUE  
Summer middle school to high school transition program for students who failed to promote from eighth grade. The curriculum focused on improving general mathematics and reading fluencies, teaching remedial mathematics and English skills, and modeling basic organization and socialization skills.

## **Education**

*June 2007*

Masters of Education  
University of La Verne  
La Verne, California

*June 2006*

Preliminary Single Subject Teaching Credential  
University of La Verne  
Teacher Credential Program (Newhall 14T)

*August 1987*

Bachelor of Science, Cum Laude  
English Language and Literature  
Eastern Michigan University  
Ypsilanti, Michigan

*June 1981*

Bishop Gallagher High School  
Harper Woods, Michigan

## **Other professional experience**

*December 1999 – June 2006*

Johnny G Certified Spinning Instructor  
Santa Clarita Athletic Club  
Santa Clarita, California

*August, 2001 – Present*

Principal  
haironfire creative marketing  
Santa Clarita, California

*July 2000 – August 2001*

Marketing Manager  
VeriSign  
Universal City, California

*May 1994 – July 2000*

Principal  
Mountain View Graphics  
Santa Clarita, California

*October 1988- April 1994*

Account Executive  
Colorforms  
Hillside, Illinois

## **ERIN FITZGERALD-HADDAD**

2112 North Manning Street • Burbank, CA 91505 • 818.848.3746 • [erinfitzgeraldhaddad@gmail.com](mailto:erinfitzgeraldhaddad@gmail.com)

### OBJECTIVE

To obtain a position teaching mathematics at the seventh or eighth grade level.

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### EDUCATION AND CREDENTIALS

<b>Masters of Arts</b> in Education, Teaching and Learning California State University Northridge	May 2010 GPA: 4.0
<b>Bachelor of Arts</b> in Liberal Studies, Mathematics Concentration California State University Northridge	August 2006 GPA: 4.0
<b>Multiple Subject Teaching Credential</b>	
<b>Single Subject Teaching Credential – Foundational Level Mathematics</b>	

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### TEACHING EXPERIENCE

<b>Mathematics Teacher</b>	San Fernando Middle School, San Fernando, CA	9/2006 – Present
Seventh Grade, Algebra Readiness, Intervention, & Adventures in Math		
<ul style="list-style-type: none"><li>Fully responsible for daily planning &amp; teaching of curriculum by designing stimulating lessons.</li><li>Created and administered assessments to track student progress &amp; inform instruction.</li><li>Designed and implemented positive behavior management plan.</li><li>Offered after school tutoring support for struggling students</li><li>Attended and participated in all professional development offerings.</li><li>Designed &amp; implemented curriculum for Adventures in Math, elective course.</li></ul>		
Additional Responsibilities		
<ul style="list-style-type: none"><li>Mathematics Department Chair</li></ul>		9/2009 - Present
<ul style="list-style-type: none"><li>Organized and Implemented Family Math Night</li></ul>		11/2009
<ul style="list-style-type: none"><li>Supervised two student teachers from California State University Northridge</li></ul>		9/2009 – 2/2010
<ul style="list-style-type: none"><li>Supervised student teacher from Mount Saint Mary's College</li></ul>		1/2009 – 3/2009
<ul style="list-style-type: none"><li>Local District 2 Math Cadre Team Member</li></ul>		9/2007 – 5/2009
<ul style="list-style-type: none"><li>Consistency Management and Cooperative Discipline Faculty Advisor</li></ul>		9/2007 – 5/2009
<b>Student Teacher</b>	Haddon Elementary School, Pacoima, CA	6/12/06 – 8/11/06
Fifth Grade		
<b>Student Teacher</b>	Erwin Elementary School, Valley Village, CA	2/27/06 – 4/27/06
Kindergarten		
<b>Teacher's Assistant</b>	St. Elisabeth School, Van Nuys, CA	9/2001 – 6/2002

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### PROFESSIONAL DEVELOPMENT

<b>Central Cities Gifted Children's Association Conference</b> , Pasadena	1/2010
<b>UCLA Mathematics Department</b>	
Philip C. Curtis Jr. Center for Mathematics and Teaching Conference	2/2009
<b>California Mathematics Council South Conference</b> , Palm Springs	11/7-8/2008
<b>Los Angeles City Teachers Mathematics Assoc. Conference</b> , Los Angeles	3/2008
<b>Consistency Management &amp; Cooperative Discipline</b>	
National Training & Certification Conference, Houston, Texas	6/23-26/2008
<b>CSUN – Math Morsels, Mini-Conference for Math Teachers</b> , Northridge	10/2007
<b>California League of Middle Schools Conference</b> , San Diego	3/9-10/2007
<b>California Mathematics Council South Conference</b> , Palm Springs	11/3-4/2006

# College and Career Specialist

## Briana Barceló

22552 Berdon Street, Woodland Hills, CA 91367 • Permanent Phone: 818-992-5486 • Cellular Phone: 661-202-9442  
brianabarcelo@yahoo.com

### Education and Awards/Honors

California State University, Northridge	Masters of Science, School Counseling	June 2007 – May 2009
Cumulative GPA 3.9, Honors	Pupil Personnel Services Credential	
Thesis Project: Parent Education Workshop: Communication Between Parents and Adolescents Regarding Sexual Development		

California State University, Long Beach	Bachelor of Arts, Human Development	May 25, 2006
Cumulative GPA 3.8, Magna Cum Laude		
<ul style="list-style-type: none"> <li>• Outstanding Graduate for the Department of Human Development 2006</li> <li>• Research Assistant under Human Development Professor, Dr. Beth Manke 2004-2006</li> </ul>		

### Work Experience

<b>College and Career Project Specialist</b>	Pacoima, CA	August 2009-present
<i>Youth Policy Institute, Youth Services</i>		
<ul style="list-style-type: none"> <li>• Coordinates with 56 schools across Los Angeles to bring resources and information regarding college and career to school sites</li> <li>• Reviews and recommends best practices for implementation of program, including students and parent participation curriculum, assessments, and other learning tools</li> <li>• Helps retain students at school sites and helps them matriculate to high school and other institutions of higher learning</li> <li>• Develops pre-college counseling/activities in the form of individual counseling sessions, classroom presentations, and small group presentations</li> <li>• Provides quarterly parent workshops on college/success requirements, financial aid, and preparing students for successful transition into college</li> <li>• Organizes college fieldtrips for school sites during academic school year</li> <li>• Conducts pre, mid, and post year evaluations of program's progress towards YPI's goals, and supply information to directors for annual progress report and end of the year report.</li> </ul>		

<b>Independent Living Program Trainer</b>	Woodland Hills, CA	October 2009-present
<i>Foster Youth and Kinship Care, Pierce College, Los Angeles Community College District</i>		
<ul style="list-style-type: none"> <li>• Co-facilitate a course addressing independent living skills, job readiness, post-secondary options, money management, time management, health for young adults, decision making skills, goal setting, and transitional housing for Foster and Probation Youth</li> <li>• Create and implement the lesson plans for each topic covered in the ILP classes</li> </ul>		

<b>Outreach Representative</b>	Woodland Hills, CA	June 2008-July 2009
<i>Pierce College, Los Angeles Community College District</i>		
<ul style="list-style-type: none"> <li>• Located qualified individuals through high school and community contacts and encourage enrollment</li> <li>• Maintained liaison with counselors from feeder schools to maintain communication and to facilitate the enrollment and transfer of students</li> <li>• Represented the college at various events and meetings to provide information to prospective students regarding curricula, student assistance programs and student services</li> </ul>		

<b>College Counseling Intern</b>	Arleta, CA	September 2008-June 2009
<i>Arleta High School, Los Angeles Unified School District</i>		
<ul style="list-style-type: none"> <li>• Provides individualized academic, college, and career counseling including: evaluation of transcripts, maintenance of records, exploration of college and career programs, and assistance with college and financial aid applications</li> <li>• Prepares and delivers classroom presentations regarding college preparation, A-G coursework, and financial aid</li> </ul>		

<b>College Office School Counseling Intern</b>	Northridge, CA	September 2007-June 2008
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*Monroe High School, Los Angeles Unified School District*

- Provided individualized academic, college, and career counseling

**School Counseling Intern**

Castaic, CA

September 2007-June 2008

*Castaic Middle School, Castaic Union School District*

- Individualized social and academic counseling including: collaboration with support staff and teachers and maintenance of records and files
- Co-facilitated a psychoeducational group for students with poor academic achievement

**Teacher**

Northridge, CA

June 2007-August 2007

*North Valley YMCA*

- Organized and executed summer day camp programming for junior high age children at Porter Middle School, including developing, curriculum, implementing programs, and overseeing assistants

**Teaching Fellow**

Houston, TX

September 2006-June 2007

*Citizen Schools at Paul Revere Middle School*

- Tutored and mentored 28 seventh graders, during two Guided Study class periods, who were failing multiple classes
- Mentored a team of middle school students through the after-school program
- Created lesson plans and agendas, activities and led sports for my team
- Served as the family and teacher liaison for the after-school program, including event planning for community gatherings
- Supported community volunteers teaching weekly apprenticeships

**Arts and Crafts Counselor**

Lake Hughes, CA

June 2006-August 2006

*The Painted Turtle*

- Designed and created specialized arts and crafts activities for children with particular needs
- Managed the arts and crafts area and provided guidance to participating children

## Volunteer Experience

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**Camp Counselor/Lifeguard**

Catalina, CA

August 2004-present

*Camp del Corazon*

- Supervised a cabin of children with chronic heart conditions during waterfront activities

**Mentor**

North Hollywood, CA

October 2004-October 2008

*Progressive Adult Congenital Experience, Camp del Corazon*

- Addressed challenges that come from transitioning from a child to an adult with congenital heart disease
- Structured weekend programs that lead participants through growth processes

## Professional Workshops

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EdFund 2009 California High School Counselor Workshop	October 2009
California State University Counselor Conference	September 2009
University of California Counselor Conference	September 2009
College Board 2009 Counselor Conference	September 2009
Pierce College Counselor Conference	March 2009
EdFund 2009 California High School Counselor Workshop	January 2009
Federal Application For Student Aid Counselor Workshop	October 2008
College Board 2008 Counselor Conference	September 2008
California State University High School Counselor's Conference	September 2008
Western Association of College Admission Counselors Annual Conference – Scholarship Recipient	July 2008
Child Abuse: Prevention, Identification, Intervention, and Treatment	April 2008
Pierce College Counselor Conference	March 2008
Sexual Disorders and Sexual Therapy	January 2008
Academy Regional Friday Forum – Los Angeles Unified School District	October 2007

## Pearl Arredondo

14307 Foothill Blvd Unit C-1, CA 91342, Cellular:(661) 317-9005, [Pxa31202@lausd.net](mailto:Pxa31202@lausd.net)

### Career Objective

To obtain a teaching position in the San Fernando Institute for Applied Media, which will 1) allow me to experience a different perspective as an educator 2) challenge me to grow and advance in the field of education and 3) allow me to touch lives by motivating and inspiring one student at a time.

### Educational Experience

**2007:** Master's Degree in Education and Instructional Leadership  
Pepperdine University, Graduate School of Education and Psychology  
**2007:** Cleared Credential  
**2005:** Ryan Multiple Subject Preliminary Teaching Credential with CLAD certification  
**2003:** B.A., Liberal Arts with concentration in Psychology  
Pepperdine University, Seaver College

### Relevant Experience

**9/2005-Present: San Fernando Middle School 130 N. Brand Blvd., San Fernando, CA 91340, (818) 837-5400**  
**Sixth grade teacher.** Instruct approximately 70 sixth grade students in various subject areas, which include, but not limited to history (Ancient Civilization), language arts, and reading, in conjunction with the Multimedia Academy. Attend numerous workshops discussing curriculum methods and strategies to improve classroom management, curriculum, and utilization of technology.

**Dance Team Instructor.** Instruct 35 teenagers from grades sixth through eighth on dance designs, focusing on group collaboration and choreography in preparation for district competitions, recitals, and other community events, such as parades and marches.

**Summer 2009- Summer Academic Enrichment Program, California State University, Northridge**  
**Pre-Algebra teacher.** Instruct students from grades 6-8 in pre-algebra concepts in preparation for Algebra 1.

**2007-Present: San Fernando Middle School**  
**Lead Teacher of the Multimedia Academy-**Manage an academy of twenty teachers and 320 students in reference to curriculum needs, supplementary resources, allocation of costs, and collaboration on how to improve student academic standards.

**Elected member of Local School Leadership Council and elected member of Local School Site Council.** These councils manage the school calendar, parent, student, and teacher concerns and the school budget and the allocation of funds, respectively.

**English Language Arts Cadre Member.** Attend weekly meetings to determine best practices in Language Arts and present these strategies to the entire Language Arts department once a month.

### Training

**2008 Technology Conference.** This three-day conference was about implementing technology in the classroom. Learned new ways of using iMovie, iPhoto, and Garageband to generate student creations within the California State Standards.

**2008 Grant Writing**  
Learned how to acquire grants and write effective and competitive proposals.

**2008 BTSA Support Provider.** Attended approximately 15 hours of training regarding the development of professional portfolios. Learned strategies for helping new teachers be more effective in the classroom as well as help prepare them to obtain a clear credential.

**2007 Wireless Tablet Training-** Trained in using a wireless tablet alongside a SMART board.

### Affiliations

**Kappa Delta Pi**  
International Honors Society for Educators

**Comisión Femenil San Fernando Valley**  
A non-profit organization made up of local, professional Latina women who volunteer their time to mentor young Latinas, organize community empowerment events, and give college scholarships.  
Available upon request.

### References



## YPI PROGRAM COORDINATOR

# VICTORIA DURÁN-LÓPEZ

### WORK EXPERIENCE

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April 2005 - Present

Youth Policy Institute

#### *Assistant Director*

Work closely with the Director of Adult Services to support the activities relating to Adult Education and Pre-K programs of YPI, including the Communities Empowering Youth (CEY) Youth-First-LA program. Provide overall management and supervision to programs including supervision of staff, developing/implementing policies and procedures, participating in obtaining funds/grants, coordinating/integrating program with others in the organization. Engagement in specific programmatic and/or operating activities including, project research and analysis, program design, coordination, and implementation. Development of yearly calendar for trainings and services support that will increase the leadership and professional skills of individuals or staff to positively impact low-income communities. Participate in meetings and other relevant events with partnering nonprofits. To foster opportunities for the creation of new solutions and influence long-term strategies to address pressing community concerns and youth issues; recognize and support individuals for their work and dedication to their community.

#### *CEY Program Coordinator*

Responsible for the overall implementation of capacity building program providing training for five partnering community and faith based organizations. Coordinating the implementation of training for front line workers and senior staff members in an effort to strengthen local community organization and equip them with the needed tools to provide services to at-risk-youth. Coordinate monthly calendar of activities. Conduct monthly meetings with partners. Compile progress and financial reports. Submit semi-annual reports to CCF.

#### *Career Counselor*

Managed a caseload of forty participants. Assessed clients to identify barriers to employment, special needs, skills and capabilities. Provided post-employment follow-up support. Program networking through community referral system. Job development. Interacted with employers by job referrals. Conducted and coordinated pre-employment workshops. Responsible for preparation of weekly and monthly reports. Keeping files updated. Entered Data on customized SPSS database.

January 2005-March 2005

Build WorkSource Center

#### *Job Developer*

Contacted employers to solicit orders for job vacancies, determining their requirements and recording relevant data such as job descriptions. Informed applicants of job openings and details such as duties and responsibilities, compensation, benefits, schedules, working conditions, and promotion opportunities. Interviewed job applicants to match their qualifications with employers' needs, recording and evaluating applicant experience,

education, training, and skills. Selected qualified applicants or refer them to employers, according to organization policy.

September 2004 – January 2004

Youth Policy Institute

*Instructor*

Instructed ESL and GED courses to program participants. Created and implemented lesson plans. Enter data on customized database. Assessed participants to verify eligibility and track learning gains.

April 2002 – August 2004

Valley Economic Development Center

*Career Coach*

Assessed clients to identify barriers to employment, special needs, skills and capabilities. Provided post-employment follow-up support. Program networking through community referral system. Job development. Interacted with employers by job referrals. Conducted and coordinated pre-employment workshops. Responsible for preparation of weekly and monthly reports. Keeping files updated. Entered Data on customized SPSS database.

01/2001-07/2002

San Juan Macias Orientation Immigration Center

*Immigration Case Worker*

Responsibilities included interviewing applicants and determining their current immigration status as well as identifying different immigration processes that might benefit them. Filling out immigration forms. Follow ups with participant for any immigration changes or change of status. Keeping files in order and updated. Data entry on customized database. Answering phones and providing information regarding program services. Attended monthly immigration meeting to keep updated with any changes in the system. Translated documents and for clients as needed. Served as a liaison between applicant and INS during phone interview. Contacting INS officers to verify case status.

## EDUCATION

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August 2005 – Present

California State University, Northridge

*B.A. Psychology*

Degree expected spring 2008.

February 2003 – June 2005

Los Angeles Mission College

*A.A. Liberal Studies*

Graduated *Cum Laude*

2003

The Community College Foundation

*Family Worker Credential*

## REFERENCES

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Available upon request.

# Veronica J. Marek

13959 Olive Grove Lane, Sylmar, CA 91342 • h. (818)730.1507 • w. (818)837.5400 • vemarek@mac.com

**Objective:** to obtain a teaching position in the Language Arts Department ;  
San Fernando Institute for Applied Media.

## **Education and Skills:**

8/83 -12/85: Central Michigan University, Mt. Pleasant, MI  
Bachelor of Science  
Major: English/Language Arts  
Minor: Reading Development

9/81 - 6/83: Ferris State University, Big Rapids, MI  
Associate in Arts

8/87 - 5/89: Our Lady of the Lake University, San Antonio, TX  
12 units of E.S.L. classes

## **Additional Studies:**

11/07: LANGUAGE! Training  
09/97: AVID Summer Institute, San Diego, CA  
07/94: U.C.L.A. Reading and Writing Projects  
11/92: Los Angeles Unified School District  
Language Development Specialist

1989 - 2010: *Further training:*  
Computer Using Educators (CUE) Conferences, National Educational Computing (NECC)  
Conferences, MacWorld Conferences, California Association of Bilingual Educators (CABE)  
Conferences, National University Masters in Education classes, Middle School Conferences,  
Spanish language classes at Mission College, Different Eyes Conferences.

## **Work Experience:**

7/07 - Current: San Fernando Middle School, San Fernando, California  
Classes Taught: Language Arts, Digital Animation

7/99 - 7/07: San Fernando High School, San Fernando, California  
Classes Taught: English 9 and 10, DRW, Digital Imaging  
Additional Responsibilities: Digital High School Coordinator

9/89 - 6/99: San Fernando Middle School, San Fernando, California  
Classes Taught: various levels of E.S.L. and SADIE Language Arts

9/87 - 6/89: Gus Garcia Junior High, San Antonio, Texas  
Classes Taught: Reading Improvement, E.S.L., and Language Arts

## **Recent Community/Volunteer Experience:**

- Co-sponsor of the San Fernando Education Technology Team (SFETT)
- iCan Festival de Cine: presented in the city of San Fernando (9 years, <www.sfett.com>)
- San Fernando High School Drama Club: filmed & edited plays
- Community Inspiration Studio: Nutrition, Lunch, After school, and Saturdays
- Parent Computer Classes (co-taught with high school students)
- Cesar Chavez Assemblies: assisted in presentations for student body
- Local Leadership Council

## **References:**

- Maria Reza, former Assistant Superintendent, LAUSD (661)259.3938
- Marco Torres, former colleague, San Fernando High School (818)438.5597
- Additional references available upon request.



The Youth Policy Institute (YPI) partners with the Los Angeles Unified School District and charter schools to provide afterschool programs at 56 K-12 school sites throughout Los Angeles. YPI afterschool programs operate every school day from 3-6 PM, and serve more than 6,300 students each day. Working with 44 charter schools, YPI is the largest afterschool provider for charter schools in the U.S. YPI is also one of the nation's largest high school afterschool providers, operating at 32 high schools throughout the city. Students receive academic tutoring and homework help, participate in sports and other physical activities, and take enrichment classes in fields that actively engage their interests.

## EMPOWERMENT. HOPE. ACCESS.

### 21ST CENTURY KIDS!

Programs for elementary and middle school students. Tutoring programs linked to in-school curriculum, and enrichment activities that make learning fun.

### ROCK ON EDUCATION (ROE)

Targeted to high school students, Rock On Education provides academics and enrichment while preparing students to take the SAT and enter college.

### TUTORING

Grade level tutoring and homework assistance from credentialed teachers and tutors. Test preparation services.

### SPORTS AND NUTRITION

Soccer, basketball, martial arts, aquatics, yoga, and other fitness classes. Nutrition workshops for families.

### ENRICHMENT

Cartooning, digital movie-making, DJ training, community service projects, drama, photography, dance, robotics, urban art, and many others.

YOUTH  
POLICY  
INSTITUTE



## SAN FERNANDO VALLEY POVERTY INITIATIVE



EDUCATION, TECHNOLOGY, AND TRAINING TO LIFT LOS ANGELES FAMILIES OUT OF POVERTY.

The Youth Policy Institute has an annual budget of \$28 million and serves over 25,000 youth and adults each year at 95 program sites throughout Los Angeles.

With support from Congressman Howard Berman, the Youth Policy Institute received a federal appropriation from the U.S. Department of Education in 2009 for the San Fernando Valley Poverty Initiative.

THE SAN FERNANDO VALLEY POVERTY INITIATIVE IS IMPLEMENTING THE VISION OF PRESIDENT OBAMA'S PROMISE NEIGHBORHOODS AND REPLICATING THE SUCCESS OF THE HARLEM CHILDREN'S ZONE®.

The San Fernando Valley Poverty Initiative (SFVPI) builds on previous YPI efforts towards a comprehensive neighborhood solution. This includes the signature poverty program of the City of Los Angeles, the FamilySource Center, as well as the Full-Service Community Schools program funded by the U.S. Department of Education.

The San Fernando Valley Poverty Initiative has developed a PK-20 pipeline with complementary job training, education and supportive services for adults. SFVPI seeks to increase student academic achievement while working with parents and other adults to increase family income. The basic premise of SFVPI is to saturate the community with high-intensity services in the epicenter of poverty.



### SERVICES FOR FAMILIES

#### FAMILYSOURCE CENTER

Case management, financial literacy, legal services, subsidized employment, child care, tutoring, mentoring, workforce readiness, parenting, adult education, computer literacy, youth leadership, capacity building, and college preparation.

#### AMERICORPS

Academic tutoring and community service projects.

#### SES TUTORING

More than 60,000 hours of Supplemental Educational Services (SES) tutoring in 2008-09.

#### PHYSICAL EDUCATION

U.S. Department of Education Carol M. White Physical Education Program.

#### FULL-SERVICE COMMUNITY SCHOOLS

One of only ten FSCS grants in the nation from the U.S. Department of Education. FSCS provides holistic family services before, during, and after the school day. These include mentoring and youth development, academic tutoring and enrichment, service learning, parent education, adult education, job training and career development, mental health counseling, nutrition services, and health.

#### JOB TRAINING

Workshops and classes to prepare for the workforce. Specific training in fields such as health careers.

#### PRESCHOOL

Full and part day classes provided at no cost for families with children age 3-5.

#### CHARTER SCHOOLS

YPI's Bert Corona Charter School enrolls 370 students in a high-achieving middle school.

#### AFTERSCHOOL

Daily free afterschool programs at elementary, middle, and high schools.

#### TECHNOLOGY

YPI's Family Technology Project has provided more than 750 families with brand new home computer systems.

#### COLLEGE PREPARATION

U.S. Department of Education GEAR UP grant.

## FAMILY TECHNOLOGY PROJECT



### EDUCATION, TECHNOLOGY, AND TRAINING TO LIFT LOS ANGELES FAMILIES OUT OF POVERTY

The Youth Policy Institute has an annual budget of \$28 million and serves over 25,000 youth and adults each year at 95 program sites throughout Los Angeles.

The Family Technology Project has provided brand-new home computers and broadband Internet access for more than 750 families.

### THE FAMILY TECHNOLOGY PROJECT BRINGS COMPUTER TECHNOLOGY DIRECTLY INTO THE HOMES OF LOW-INCOME FAMILIES WHILE PROVIDING EDUCATION AND TRAINING TO CLOSE THE DIGITAL DIVIDE.

The Family Technology Project is an eight-year public-private partnership led by the Youth Policy Institute that includes the Los Angeles Unified School District, the City of Los Angeles Community Development Department, California Emerging Technology Fund, the Housing Authority of the City of Los Angeles, Time Warner Cable, Verizon, AT&T, Newegg.com, and many others.

YPI has been the recipient of five federal Community Technology Center grants serving high-poverty communities in Los Angeles, San Francisco, Albuquerque, and Washington, D.C. Winner of U.S. Senator Barbara Boxer's Excellence in Education Award, YPI has also received Cisco's Growing With Technology Award. IBM has awarded their "Traducelo Ahora" grant and software to YPI.



## SERVICES AND RESOURCES

### COMPUTER LITERACY

100-hour computer literacy course completed by all enrolled parents in FTP that covers the fundamentals of computer use, Microsoft Office, broadband internet use, online safety, and identity protection.

### BROADBAND ACCESS

Broadband internet access for families through partnerships with Time Warner Cable and others.

### FINANCIAL LITERACY

Training to establish bank accounts and online access.

### CREDENTIALLED INSTRUCTORS

Los Angeles Unified School District instructors credentialed in adult education.

### COMMUNITY TECHNOLOGY

The Youth Policy Institute has been at the forefront of the community technology field since 1994. Some of YPI's many digital efforts include a Neighborhood Networks program funded by the U.S. Department of Housing and Urban Development (HUD), a YPI charter middle school where the student to computer ratio is nearly 1:1, and the establishment of the Pacoima Community Technology Center, open since 2003.

### SCHOOL PARTNERSHIPS

Partnerships with Los Angeles Unified School District and charter schools to enroll students and parents in the Family Technology Project.

### COMPUTER OWNERSHIP

Brand new computers for the home provided upon graduation from FTP at no cost. Systems include a printer, Microsoft Office, broadband internet access, and technical support by YPI staff.

### LINKS WITH SCHOOL

Technology instruction and support for teachers and students at partnering schools through tutoring and enrichment services provided during the school day and through afterschool programs operated by YPI.

### JOB TRAINING

Office and computer skills for the workplace.



## YPI AMERICORPS PROGRAM

### EDUCATION, TECHNOLOGY, AND TRAINING TO LIFT LOS ANGELES FAMILIES OUT OF POVERTY

The Youth Policy Institute has an annual budget of \$28 million and serves over 25,000 youth and adults each year at 95 program sites throughout Los Angeles.

The YPI AmeriCorps Program places 102 AmeriCorps members at LAUSD and charter schools to provide in-intensive tutoring and service projects.



THE YPI AMERICORPS PROGRAM OFFERS TUTORING AND ENRICHMENT ACTIVITIES THAT SEAMLESSLY MESH WITH YPI'S MISSION TO PROVIDE EDUCATION, TECHNOLOGY, AND TRAINING TO LIFT LOS ANGELES FAMILIES OUT OF POVERTY.

Supported by CaliforniaVolunteers and the National Council of La Raza, the YPI AmeriCorps Program trains and places 102 members each year at Los Angeles Unified School District (LAUSD) and charter schools to provide in-school and after-school tutoring in English Language Arts and Mathematics.

Members also provide service learning and host community events and service projects. YPI is receiving specialized funding through President Obama's Recovery Act to engage full-time members in job training and workforce readiness activities for high-poverty neighborhoods.



## SERVICES AND RESOURCES

### SCHOOL PARTNERSHIPS

Targeted schools include those in Los Angeles Mayor Antonio Villaraigosa's Partnership for Los Angeles Schools, as well as Los Angeles Unified School District (LAUSD) and charter schools in the San Fernando Valley and Central Los Angeles. Students in these communities have the greatest need for additional academic support.

### COMMUNITY VOLUNTEERS

Full-time Volunteer Coordinators work with Los Angeles residents to recruit for regularly scheduled volunteer activities as well as one-time service events like Mayor Villaraigosa's "Big Sunday."

### ACADEMIC SUPPORT

Members work one-on-one and in small groups to improve English Language Arts and Mathematics skills. Resources and curricula include Scantron Achievement Series and Voyager Learning programs that target academic deficiencies identified in assessment tests.

### MEMBER TRAINING

Members receive a week-long orientation preparing them for the classroom, as well as weekly training to support them over the course of their year in the YPI AmeriCorps Program.

### SERVICE LEARNING

AmeriCorps members generate community service projects and promote service learning activities for students. These student-led projects offer leadership roles and responsibilities.

### PROGRAM LINKAGES

Links with other YPI education programs to support students and families, including afterschool programs, the Full-Service Community Schools program, Supplemental Educational services (SES) tutoring, and the YPI FamilySource Center.

### JOB TRAINING

Office and computer skills provided in job training workshops for adult clients.

# Elementary and Middle Afterschool 2009-2010 Enrichment Programs



## **Dance (ES, MS)**

Students will learn and showcase different forms of dance choreography based on student interest. This includes Hip-hop, Jazz, salsa, folkloric, and more.



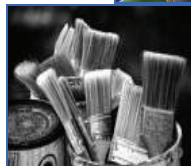
## **Theatre Arts (ES, MS)**

Students will be introduced to the different elements of theatre and performance through acting, blocking, writing and other techniques, while working towards a final performance.



## **Street Drumming (ES, MS)**

A cool and hip way to jam out. Students will have a place to express their musical individuality through a combination of various rhythms to form their own creative and unique song; different beats, unique inspirations, one voice.



## **Fine Arts (ES, MS)**

Students will learn different styles of painting techniques and art forms. Through painting the student will be allowed to express themselves visually and creatively



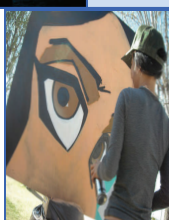
## **DJ (MS)**

Students will be introduced to the basic technical aspects of becoming a Deejaying. Allowing students to begin thinking about their own individual style as DJs. In addition students build critical skills thought through music , and lyric analysis, and computer literacy.



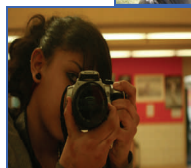
## **Guitar (MS)**

Students will learn basic fundamentals on how to play the instruments such as, positioning of the hand, basic riffs, scales, open cords, and strumming.



## **Urban Art (MS)**

Offers the opportunity for students to learn and practice responsible ways of presenting their art, the history and guidelines behind Urban art.. All of these lessons will then be incorporated by the students to create a final project for the school on campus.



## **Photography (MS)**

students will learn how to develop special digital photo projects involving research, teamwork and creativity , while preparing for a class photo exhibition.

*The Enrichment programs will be taking place 2 or 3 days a week for an increment of 2 hours each day.  
Each session will run accordingly to Fall, Winter, and Spring session.*

*Ten week enrichment sessions focus on conceptualization of key components, the development of a strong foundation in the core program, and the transition into a collegiate, internship, and/or entrepreneurship opportunity.*

**Contact Information: Nancy Arias, Enrichment Project Specialist,  
narias@ypiusa.org**



## Elementary & Middle Afterschool Fall Academic Curriculum



### **Junior Achievement (ES, MS)**

Students get prepared for the real world by learning about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs. Students put these lessons into action and learn the value of contributing to their communities.

### **Insane Science and Crime Scene Investigators (two separate curriculums) (ES, MS)**

Students participate in hands-on science activities, build self-confidence and gain an appreciation and excitement for science content and learning. Students will also discover a variety of scientific principles and techniques with unique and exciting activity guides. Students will use observation, critical thinking, and simple tests to solve a variety of crimes using real scientific Method.



### **Chess/ Domino Club (ES, MS)**

Utilizes and strengthens higher level thinking skills including decoding, pattern recognition, comprehending, and analyzing-Stronger character development, Problem -solving skills / logic & reasoning, Conceptualization skills / self esteem, understanding of triangulation methods.

### **Bullying/School Violence (ES, MS)**

To prepare youth to successfully handle the complexities of contemporary society and to enhance their self-confidence, motivation, and self-esteem. Programs focus on character development and career education. This includes an anti- bullying and anti- violence program.



### **Book Club (ES, MS)**

Utilizes the use of high quality children's literature while giving opportunities for response to literature in multiple ways. Also promotes student understanding, and enjoyment.. Helps students learn to acquire, synthesize and evaluate information and help them develop language to talk about literacy.

### **Why all the DRAMA (ES, MS)**

Reading comes alive for students with theater club. students build oral fluency and strengthen reading and language arts skills. Students develop confidence and will be offered the opportunity to perform their practiced skits. Students will also learn about acting, puppetry and stagecraft.



### **Gardening Club (MS)**

Youth will enjoy growing and identifying many types of plant material and teach awareness and protection of our natural resources.

### **21st Century Times (MS)**

Students will come together and have a creative voice as they communicate about after school news and topics that interest them; simultaneously learning about writing responsibly and effectively and the integration of technology.



### **Gamers Club (MS)**

Students learn about language, reading, math, & geography skills through subject matter based board games.

### **Project Citizen (MS)**

In this student led club, students channel their energy toward solving real world problems in their community by planning while discovering the possibilities of democratic citizenship and conducting a project that will create change or improve something that is valuable to them. This club meets service learning requirements.



Contact Information:

Laona LeBeouf, Curriculum Specialist

E- mail: llebeouf@ypiusa.org

## Elementary and Middle Afterschool Sports and Recreation Programs

### **Football (Fall Session)**

Students will learn the fundamentals of throwing and catching focusing on hand and eye coordination. The benefit of Flag Football is learning fundamentals and at the same time having fun.



### **Volleyball (Fall Session)**

Students will focus on learning fundamentals of the game. How to serve, bump, set and spike the ball. This is also a team sport and students will learn how to work in a team atmosphere.

### **Basketball (Winter Session)**

Students will develop all of their Basketball skills during the season—shooting, passing, dribbling and rebounding. We will also focus on self confidence as well.

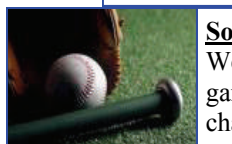


### **Tennis (Spring Session)**

Students will learn the fundamentals of the game—back hand, fore hand, and how to serve. Tennis is a very fast paced and fun game. Students will have a blast.

### **Soccer (Spring Session)**

Students will learn the basic fundamentals of the game. Considered the organized sport, players will learn how to work together along with building self confidence. Students will also learn the importance of fitness and nutrition, which they can utilize for the rest of their life.

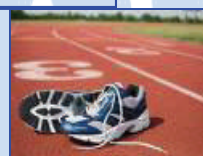


### **Softball/Baseball (Spring Session)**

We will teach young players the basic fundamentals and the overall strategies of the game. Students will have the opportunity to expand their baseball skills in a unique and challenging atmosphere.

### **Track & Field/Running Club (Spring Session)**

Providing the opportunity students to participate in a wide range of events such as distance running, sprinting, throwing, relays, and jumping. This sports teaches importance of individual goal setting and accomplishment.



### **Handball (Year-Round)**

Students will have a great time participating in handball. This game is very fast paced and fun. Students will really develop hand and eye coordination.

### **Cheerleading (Year-Round)**

To provide young dancers with an artistic and technical foundation while learning, in collaboration with discovery, self-expression, and the joy of dance.



### **Martial Arts (Year-Round)**

Students will have a great time participating in Martial Arts. These activities include Taekwondo, Karate, Kickboxing, Yoga, and Pilates. Students will really develop body coordination, mental focus, and dynamic flexibility.

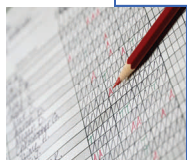
*The recreation programs will be taking place 2 or 3 days per week for an increment of 2 hours each day. Each session will run accordingly to 12 week Fall, 10 week Winter, and 12 week Spring session.*

# Staff Development Training 2009-2010



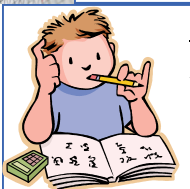
## **Grant Requirements**

Participants will learn about how the core program requirements, equity access, family literacy, and supplemental components (grants) tie into grant requirements. Policies will also be discussed.



## **Attendance Procedures**

Participants will review attendance policies: when to collect attendance, elementary, middle and high schools dosage requirements, minimum hours of program each week, submission deadlines, and roster review.



## **Curriculum - Homework Assistance**

All participants will take in an in depth look into effective tools for implementing homework assistance and generating positive results for students.



## **Curriculum 101 (S.C.'s)**

Participants will come away from this training understanding what the curriculum toolkit is and how to use it. Participants will also discuss the importance of building partnerships with school personnel.



## **Events/Field-trip Procedures - supplies (ES,MS,HS, S.C.'s)**

All participants that attend this training will come away with an understanding of the field trip procedures (forms, permission slips, etc...) and special event rosters and logistics. Participants will also learn about the supply order procedures.



## **Classroom Management (ES, MS)**

Tutors will learn what Classroom Management is and how to implement it. Tutors will come away with strategies on how to create a classroom environment that promotes respect, trust, and safety.



## **If It Doesn't Work Try This! (ES,MS,HS)**

Tutors will learn effective ways to be resourceful and be able to modify their lesson plans to fit the needs of the students interests. Activity ideas will be explored to help prepare tutors to enhance their lessons and have back-up activities when needed.



## **Marketing 101 (HS)**

Site Coordinators and tutors will understand that there is more behind a flier. Site Coordinators and tutors will also understand the process and implementation of marketing/outreach to the students at site level.



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**JACK O'CONNELL**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 8, 2010

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

Dear Superintendent Cortines:

I would like to offer my recommendation for the consideration of the Youth Policy Institute's (YPI) Public School Choice application as a community school in a partnership model. I have been actively aware of the good work that the YPI has taken on, and in my recent visit to Pacoima Charter Elementary School, I was reminded of the organization's successful approach to increase academic achievement and family engagement.

The YPI is well respected for a strong commitment to education and community services through partnerships with more than 70 Los Angeles Unified School District and charter schools, all while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the service area, many of them funded by the California Department of Education (CDE). Some of the programs YPI is dedicated to with support from the CDE include supplemental education service tutoring, preschool, afterschool, and adult education. Other YPI efforts you may be familiar with include the San Fernando Valley Poverty Initiative, GEAR UP, the Carol White Physical Education Program, AmeriCorps, Family Technology Project, FamilySource Center, and Day Laborer Centers.

Again, thank you for your consideration of YPI's Public School Choice application. I am confident that the organization's dedication to education programs will make this effort a successful partnership. Please do not hesitate to contact me regarding this recommendation.

Sincerely,

A handwritten signature in blue ink that reads "Jack O'Connell".

JACK O'CONNELL

JO:mz





## ERIC GARCETTI

COUNCILMEMBER

PRESIDENT, LOS ANGELES CITY COUNCIL

January 7, 2010

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

Dear Superintendent Cortines:

I am very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application as a community school in a partnership model.

As the President of the Los Angeles City Council and the Councilmember for the Thirteenth District, I strongly value parent involvement and collaboration with educators, and I have seen first hand that our students benefit from innovation and best-practices in their schools.

I have had the opportunity to work with YPI in other successful initiatives, and I strongly believe that the Youth Policy Institute is both able to bring innovation into the classroom and a spirit of community and collaboration to our campuses.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

I support the Youth Policy Institute in their effort to provide all of our young people with access to a great education, and to bring innovative models of learning and a true willingness to partner to our neighborhoods. Please do not hesitate to contact me at (213) 473-7013 should you have questions regarding this letter of support.

Sincerely,

ERIC GARCETTI  
President, Los Angeles City Council  
Councilmember, Thirteenth District

CITY HALL 200 N. Spring St. Room 470 Los Angeles CA 90012 213.473.7013 213.613.0819 fax  
DISTRICT 5500 Hollywood Boulevard Los Angeles CA 90028 323.957-4500 323.957-6841 fax  
GLASSELL PARK 3750 Verdugo Road Los Angeles CA 90065 323.478.9002 323.478.1296 fax  
[www.cd13.com](http://www.cd13.com)

# TONY CÁRDENAS

Los Angeles City Councilman, 6<sup>TH</sup> District



January 4, 2010

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

Dear Superintendent Cortines:

It is my pleasure to wholeheartedly support the Youth Policy Institute (YPI) in their **Public School Choice** application as a community school in a partnership model. The proposed school will work with parents, teachers and community partners to offer innovative models of learning and teaching. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

As a Councilmember in the City of Los Angeles for the last seven years, I have worked extensively with the Youth Policy Institute in helping to provide educational and community services for youth and families residing in the Northeast San Fernando Valley. YPI has an outstanding track record of providing numerous services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in after-school programs and offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, after-school, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

The Youth Policy Institute is among the most highly regarded family resource centers not only in the San Fernando Valley, but throughout Southern California. I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents and teachers as described in this proposal. I have full faith in YPI's commitment to this effort based on their many successful initiatives that I have been pleased to be part of in the past.

If you need additional information please do not hesitate to contact my staff member Michael de la Rocha via phone at (213) 473-7006 or via email at [michael.delarocha@lacity.org](mailto:michael.delarocha@lacity.org).

Sincerely,

TONY CÁRDENAS

Councilmember, City of Los Angeles, 6<sup>th</sup> District

City Hall • 200 N. Spring Street • Room 455 • Los Angeles, CA 90012 • (213) 473-7006 • Fax (213) 847-0549  
Van Nuys • 14410 Sylvan Street • Room 215 • Van Nuys, CA 91401 • (818) 778-4999 • Fax (818) 778-4998  
Sun Valley • 9300 Laurel Canyon Blvd., 2<sup>nd</sup> Floor • Sun Valley, CA 91331 • (818) 771-0236 • Fax (818) 756-8155



CITY HALL  
200 N. Spring Street  
Room 425  
Los Angeles, CA 90012  
(213) 473-7007  
Fax (213) 847-0707



DISTRICT OFFICES:

Pacoima Office  
13630 Van Nuys Blvd.  
Pacoima, CA 91331  
(818) 756-9115  
(818) 756-9270 Fax

Sylmar Office  
13517 Hubbard St.  
Sylmar, CA 91342  
(818) 756-8409  
(818) 362-4857 Fax

**RICHARD ALARCÓN**

Councilmember  
Seventh District

December 8, 2010

Mr. Dixon Slingerland  
Executive Director, Youth Policy Institute  
634 South Spring Street, 10<sup>th</sup> Floor  
Los Angeles, CA 90014

Dear Mr. Slingerland,

I am writing in reference to your request for a letter of support regarding the application submitted by the Youth Policy Institute (YPI) under the Public School Choice program adopted by the Los Angeles Unified School District.

It is my understanding that San Fernando Middle School in the Northeast San Fernando Valley is one of the twelve schools selected by the district for this program and that YPI is applying to operate the school.

I have been fortunate to work with you and YPI in many successful and impactful programs and projects that you have organized in my Council District. While I am not in a position to endorse any specific application, I am very grateful for the fantastic working relationship I have had with YPI. I have no doubt that you will be very successful if selected.

If you have any questions, please feel free to contact Jose Sigala of my staff at 818-756-9115.

Yours truly,

**RICHARD ALARCON**  
Council Member, Seventh District





**FELIPE FUENTES**  
Assemblymember, 39<sup>th</sup> District

January 8, 2010

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

Dear Superintendent Cortines:

It gives me great pleasure to support Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will provide residents in the Northeast San Fernando Valley with the tools they need to develop skills essential for their educational, personal, and professional success.

YPI has been an effective partner with local schools to increase high school graduation, college-going and college graduation rates, through its programs and services to thousands of students and families. Their dedication has dramatically improved the quality of life for local residents by providing both students and parents with the resources necessary to the improvement of their education.

The application under the Public School Choice resolution fits YPI's effort of improving the lives of residents in the Northeast San Fernando Valley. This plan will enhance our community by better educating our students while giving them the tools they need to become future leaders.

I strongly support Youth Policy Institute's Public School Choice application and thank you for your consideration. If you have any questions or would like additional information, please call my District Office at (818) 504-3911.

Sincerely,

A handwritten signature in black ink, appearing to read "Felipe Fuentes", written over a horizontal line.

**FELIPE FUENTES**  
Assemblymember, 39<sup>th</sup> District



# CITY OF LOS ANGELES

CALIFORNIA

RICHARD L. BENBOW  
GENERAL MANAGER



COMMUNITY DEVELOPMENT  
DEPARTMENT

1200 W. SEVENTH STREET  
LOS ANGELES, CA 90017

ANTONIO R. VILLARAIGOSA  
MAYOR

January 6, 2010

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

Dear Superintendent Cortines,

The City of Los Angeles Community Development Department (CDD) is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. CDD and its network of human services and workforce contractors look forward to being involved with this important effort. These collaborative approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

The YPI has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the service area. A number of them are funded by CDD such as the Workforce Development Program, the Family Technology Project, the FamilySource Center and the Day Labor Center. Other collaborative partners include the Full-Service Community Schools, the San Fernando Valley Poverty Initiative's preschool, afterschool and adult education, the AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, and the Charter Middle Schools

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

ROBERT SAINZ  
Assistant General Manager



CITY OF  
*San Fernando*  
Historic & Visionary

January 7, 2010

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

Dear Superintendent Cortines:

I, Councilmember Ernesto Hernandez, am very pleased to support the San Fernando Middle School Multimedia Academy in their **Public School Choice** application to operate in San Fernando Middle School as a pilot school. The San Fernando Middle School Multimedia Academy, operating as the San Fernando Institute for Applied Media (SFIAM) will work with parents, teachers and community residents to offer innovative models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

I am committed to supporting SFIAM in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in their proposal.

Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

A handwritten signature in black ink, appearing to read "ERNESTO RUBIO HERNANDEZ", with a long, sweeping horizontal stroke extending to the right.

Ernesto Rubio Hernandez  
Councilmember  
City of San Fernando





Graduate School of Education &amp; Information Studies

P.O. Box 951521

Los Angeles, CA 90095-1521

January 8, 2010

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Center X in UCLA's Graduate School of Education & Information Studies is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

Center X strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

A handwritten signature in cursive script, reading "Jody Z. Prisela".

Jody Z. Prisela, EdD  
Adjunct Professor, Department of Education, UCLA  
Faculty, Teacher Education Program, GSE&IS  
Executive Director, Center X



Office of Instructional Development

Community Based Learning Program

70 Powell Library Building  
405 Hilgard Avenue  
Box 951635  
Los Angeles, CA 90095-1635

January 5, 2010

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

**The University of California, Los Angeles (UCLA) Community Based Learning Program** is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Department of Education grants,) Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

**The UCLA Community Based Learning Program** strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me, [mkeipp@oid.ucla.edu](mailto:mkeipp@oid.ucla.edu), should you have questions regarding this letter of support.

Sincerely,

Mary G. Keipp, Director

January 2010

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

Dear Superintendent Cortines:

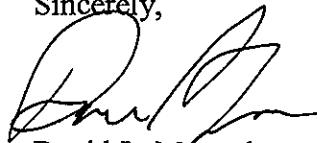
I remember you saying once that in our field, one must do one's work through other people. This principle is the essence of the work of the Youth Policy Institute (YPI), clearly evident in its Public School Choice application. The proposal is backed by YPI's outstanding track record of providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004.

As a local university professor and teacher educator, I am pleased to commit to be included as a partner with YPI in this application. It has been an honor and a rewarding enterprise to serve on the board of YPI's Bert Corona Charter Middle School for the last two years. The board and school administration maintain their focus on a few critical components: financial solvency and stability, improvement in academic achievement and test scores, teacher professional development, and the development of college-bound cultures. There is also a constant, unrelenting effort to provide students a wide array of curricular and extra-curricular offerings. These keep the students interested, learning, and occupied, and they do so before, during and after school.

The school YPI proposes will work with parents, teachers and community partners to offer innovative models of and strategies for learning. These collaborative approaches will result in increased academic achievement, monitored by rigorous accountability measures, for students and family members, through the mechanism of distinct small learning communities.

The LAUSD will make no mistake in approving YPI's application. I strongly support this community-based plan to transform schools by working with parents and teachers. Do let me know if you have any questions or need more information.

Sincerely,



David L. Moguel  
Associate Professor of Education

\*\*\*\*\*

MARIA A. CASILLAS  
PRESIDENT

JO Z. CARCEDO  
EXECUTIVE DIRECTOR

\*\*\*\*\*

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\*\*\*\*\*

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OFFICER  
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January 7, 2010

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

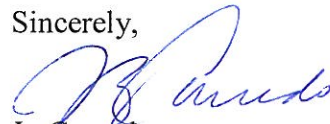
Dear Superintendent Cortines:

Families In Schools is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services, through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and Family Source Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

Families In Schools strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,



Jo Carcedo  
Executive Director



One day, all children in this nation will have the opportunity to attain an excellent education.



January 8, 2010

Dixon Slingerland  
Executive Director  
Youth Policy Institute  
634 S. Spring Street, 10<sup>th</sup> Floor  
Los Angeles, CA 90014

Dear Dixon:

Teach For America-Los Angeles is pleased to partner with the Youth Policy Institute (YPI) in their Public School Choice application as they work with parents, teachers and community partners to offer innovative models of learning. These collaborative approaches aim to bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

YPI offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers providing a foundation for a community-based plan to transform schools.

To this end Teach For America- Los Angeles has elected to partner with YPI to support its application under the LAUSD Public School Choice Process. In particular we will support the recruitment of a highly effective teaching force that demonstrates a diversity of skill sets, background and experiences, who are trained in culturally relevant and responsive pedagogy, and who will use data in a collaborative manner to target supports for students and adults. Teach For America corps members in the schools YPI operates will positively contribute to establishing a culture of continuous improvement and accountability for student learning.

As an organization Teach For America-Los Angeles has been recruiting, and developing talented teachers and school leaders who are knowledgeable and passionate about education for all students in Los Angeles, for nearly 20 years. During this period of time we have recruited more than 1,200 teachers to Los Angeles. These talented individuals have gone on to become leaders in our community, including six elected officials and 42 high performing school leaders.

Across the nation, we have trained and supported almost twenty thousand teachers in communities and schools where the achievement gap is most pronounced. Our teachers have worked with nearly 3 million children living at or near the poverty line, the vast majority of whom are African American or Latino/Hispanic students who are performing well below their peers in higher-income neighborhoods.



AN AMERICORPS PROGRAM

606 SOUTH OLIVE STREET, STE 300 • LOS ANGELES, CA 90014 • P 213 489-9272 F 213 489-9383 •  
[WWW.TEACHFORAMERICA.ORG](http://WWW.TEACHFORAMERICA.ORG)

One day, all children in this nation will have the opportunity to attain an excellent education.



For two decades, Teach For America has been learning about what distinguishes highly effective teachers in low-income communities. We frequently observe teachers in person and on video to gather qualitative evidence of their actions in and around the classroom. We interview them and facilitate reflection about their processes, purposes, and beliefs. We review teachers' planning materials, assessments, and student work. We survey teachers in our program at least four times a year about what training and support structures are most influential in their teaching practice. These findings are then incorporated into our teacher development model.

After individuals join Teach For America's corps, we focus our efforts on training them to be highly successful beginning teachers. Our model of teacher preparation, support, and development revolves around five key drivers of new teacher learning and performance. At the center of our model is experiential learning, or what teachers learn first-hand from their classroom experiences and from the progress their students make. Experiential learning includes using data on student achievement to drive reflection and feedback. This helps corps members analyze the relationship between their actions and student outcomes. In addition, we ensure corps members have a foundation of core knowledge in instructional planning and delivery, classroom management and culture, content and pedagogy, learning theory, and other areas. We provide support tools such as student learning assessments, lesson plans, and sample letters to parents. We give corps members the opportunity to learn from the examples of other excellent teachers, both live and virtual. Finally, we facilitate a community of shared purpose, values, and support, fostering connections among corps members so they can take risks, ask for help, experiment, learn from colleagues, and sustain themselves, both physically and emotionally.

Our corps members are committed to ensuring that they are employing instructional strategies to meet the needs of all learners. As part of their independent work, corps members read a set of textbooks that Teach For America has developed, conduct observations of experienced teachers, and complete written and reflective exercises. This includes *Diversity, Community, and Achievement*, which examines diversity related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap, and *Learning Theory* which focuses on learner-driven instructional planning. It considers how students' cognitive development and individual learning profiles should help inform corps members' instructional and classroom management decisions.

In addition to providing a comprehensive text and curriculum sessions on Diversity, Community and Achievement during the summer training institute, Teach For America provides incoming corps members with an overview of the diversity and history of communities in which they serve through panels with local community leaders, recommend readings, and small group discussions during regional orientation. Moreover, we build partnerships with organizations such as Sponsorship for Educational Opportunities (SEO), United Negro College Fund (UNCF), The National Council of La Raza, National Black and Hispanic MBA Associations, National Urban League, and have launched a number of broad diversity and inclusiveness initiatives to raise awareness in communities of color.



AN AMERICORPS PROGRAM

606 SOUTH OLIVE STREET, STE 300 • LOS ANGELES, CA 90014 • P 213 489-9272 F 213 489-9383 •  
WWW.TEACHFORAMERICA.ORG



One day, all children in this nation will have the opportunity to attain an excellent education.



Our teachers set big goals that are ambitious, measurable, and meaningful for their students. They invest students and their families through a variety of strategies to work hard to reach those ambitious goals. They plan purposefully by focusing on where students are headed, how success will be defined, and what path to students' growth is most efficient. Our teachers execute effectively by monitoring progress and adjusting course to ensure that every action contributes to student learning. Teach For America corps members continuously increase their effectiveness by reflecting critically on their progress, identifying root causes of problems, and implementing solutions. Finally, they work relentlessly in light of their conviction that they have the power to work past obstacles for student learning.

Additionally, each corps member is supported by a Program Director for the duration of their two year commitment. Program directors hold teachers accountable for producing data driven results within their classroom and facilitate co-investigation of teacher effectiveness. In, 2008 more than two-thirds of our first and second-year corps members generated 18 months of learning in a 10 month period of time.

National research has also borne out our impact. Independent studies have demonstrated the added value of Teach For America corps members. For example, one study analyzing student exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science. That was true even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience. Research on Teach For America corps members teaching in LAUSD has substantiated this impact, finding that TFA teachers produce statistically significant gains for students when compared to non-TFA teachers regardless of years of experience.

We are committed to providing corps members to support YPI's efforts to build a diverse staff, to broaden our current partnership, and look forward to expanding our presence within the schools they apply to operate, serving as a pipeline for a diverse and effective teaching staff.

Sincerely,

A handwritten signature in black ink that reads "Paul Miller".

Paul Miller  
Executive Director



AN AMERICORPS PROGRAM



CIS Champions the connection of needed community resources with schools to help young people learn, stay in school and prepare for life

Communities In Schools, Inc. of the San Fernando Valley & Greater Los Angeles  
8743 Burnet Ave.  
North Hills, CA 91343  
(818) 891-9399, Fax (818) 891-2510  
[www.cisgla.org](http://www.cisgla.org)

Executive Director / CEO  
William "Blinky" Rodriguez

January 6, 2010

President / CFO  
Robert Arias, MSW, MPA

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

BOARD OF DIRECTORS

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Madison Marquette Property  
Investment

Mark Rodriguez  
MDR Entertainment

Dear Superintendent Cortines:

**Communities In Schools** is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and Family Source Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

**Communities In Schools** strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

William "Blinky" Rodriguez  
Executive Director  
Communities In Schools



Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Los Angeles Valley College is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

Los Angeles Valley College strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Lennie Ciufu'.

Lennie Ciufu  
Director, Job Training





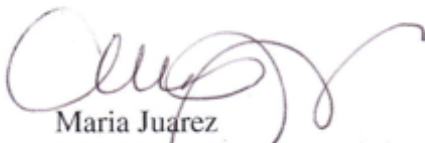
Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Los Angeles Mission College AB 540 Committee is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

Los Angeles Mission College AB 540 Committee supports the Youth Policy Institute in this community-based plan to transform public schools by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.



Maria Juarez  
LAMC AB 540 Chair  
2009-10

Our Mission Is Your Success



# ***Boys & Girls Club of San Fernando Valley***

11251 Glenoaks Boulevard, Pacoima, CA 91331 • (818) 896-5261 • FAX: (818) 897-5866

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

The Boys & Girls Club of San Fernando Valley is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

The Boys & Girls Club of San Fernando Valley strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

LeRoy Chase  
President/CEO



451 S. Brand Blvd. # 201  
San Fernando, CA 91340  
818.618.7851  
[www.alasmedia.net](http://www.alasmedia.net)  
[elizabeth@alasmedia.net](mailto:elizabeth@alasmedia.net)

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Alas Media is excited to support the San Fernando Institute for Applied Media (SFIAM) and Youth Policy Institute (YPI) in their revitalization of San Fernando Middle School.

Alas Media is a local multimedia company that specializes in education and media production. We focus on professional development that integrates today's technology into real world instruction. We've traveled across the United States and internationally to top performing schools and have witnessed how the right instruction coupled with the right resources can transform schools, empowering students and increasing their achievement. The San Fernando Institute for Applied Media (SFIAM) and Youth Policy Institute (YPI) have the resources and ideas needed to transform San Fernando Middle School into a top performing institution.

As former students of local schools in this community, including San Fernando Middle School, we understand the challenges that our institutions face. We feel that new innovative ideas are needed to bring about the change that is needed at our schools and feel fully confident that these great organizations will have a powerful and successful impact on both the school and community.

Part of the model that San Fernando Middle School will implement consists of a strong technology component, which is essential in providing students with unlimited resources. Technology is a great equalizer that can effectively increase student achievement. Invaluable skills including organization, teamwork, leadership and critical thinking are some of the numerous skill sets that students can gain when utilizing these tools. This will not only prepare them for middle school but high school, college and their careers as well.

Alas Media is committed to ensuring the success of San Fernando Middle School by partnering with the San Fernando Institute for Applied Media (SFIAM) and Youth Policy Institute (YPI) to provide individualized technology based instruction and professional development to make learning more relevant, meaningful and inspiring.

Alas Media will not only provide professional development, but an annual film festival in

which the students of San Fernando Middle School will be able to showcase and celebrate their talent with the community. As the organizers of the iCan Festival de Cine, a well-known and recognized film festival in education circuits that has been based out of San Fernando High School for the past nine years, we recognize the importance of acknowledging and celebrating the work of students. This not only excites students but also motivates them to be engaged in their learning process.

Alas Media pledges full support to the San Fernando Institute for Applied Media and Youth Policy Institute and is extremely confident that they will accomplish remarkable results with San Fernando Middle School. Please feel free to contact me should you have questions regarding this letter of support.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth Ruvalcaba", written over the printed name.

Elizabeth Ruvalcaba



# *Build Rehabilitations Industries, Inc.*

Founded 1967

REPLY TO:

**CORPORATE OFFICE**

1323 Truman Street  
2205 North Hollywood Way  
9207 Eton Avenue

San Fernando, California 91340-3221  
Burbank, California 91505-1113  
Chatsworth, California 91311-6103

(818) 898-0020 FAX (818) 898-1949 ☐  
(818) 845-3440 FAX (818) 845-5908 ☐  
(818) 701-9800 FAX (818) 701-9801 ☐

**WORKSOURCE CENTER**

January 6, 2010

**OFFICERS**

Chairman of the Board  
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CLAIRE POLLACK

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**PRESIDENT & CEO**

MATTHEW P. LYNCH, ESQ.

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

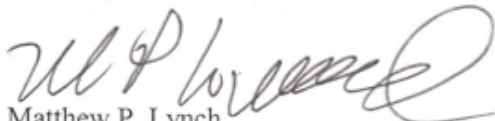
Dear Superintendent Cortines:

Build Rehabilitation Industries is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. Build and its WorkSource Center look forward to being involved with this important effort. These collaborative approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI and Build have partnered on multiple successful projects over the years. YPI offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,



Matthew P. Lynch  
President/CEO

*Build Rehabilitation Industries, Inc. is a non-profit public benefit charity  
Accredited by the Commission on Accreditation of Rehabilitation Facilities*



12502 Van Nuys Blvd., Suite #120  
Pacoima, CA 91331  
(818) 890-9414 office  
(818) 899-3607 fax

---



January 7, 2010

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

The Pacoima Chamber of Commerce is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

The Pacoima Chamber of Commerce strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jorge Quezada".

Jorge Quezada  
President  
Pacoima Chamber of Commerce

*w w w . p a c o i m a c h a m b e r . c o m*



## *Camara de Comercio El Salvador-California*

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

Dear Superintendent Cortines:

The Camara de Comercio El Salvador-California is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. Camara de Comercio El Salvador California look forward to being involved with this important effort. These collaborative approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI and Camara de Comercio El Salvador California have partnered on multiple successful projects over the years. YPI offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support. Tel. 213-629-5800.

Sincerely,

  
Juan Duran, President

315 W. 9<sup>th</sup> Street, Suite 101, Los Angeles, CA 90015



January 8, 2010

Attention: Ramon Cortines  
Superintendent of Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017

Dear Superintendent Cortines:

The CLIC Network confidently supports the Youth Policy Institute (YPI) in their Public School Choice application to operate Los Angeles-area public schools as community schools in a partnership model. By working with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning, we believe YPI will bring increased academic achievement and rigorous accountability measures for students and family members via small learning communities at the school sites.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in after-school programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

The CLIC is proud to be a college access tool for YPI and its partners, and we strongly support them in their efforts to advance educational excellence and opportunities for Los Angeles's students, families and community members. Please do not hesitate to contact me should you have questions regarding this letter of support.

Very truly,

A handwritten signature in black ink, appearing to read "Donna Michelle Anderson".

Donna Michelle Anderson  
CEO



LOS ANGELES UNIFIED SCHOOL DISTRICT

***Evelyn Gratts Elementary School***

309 SOUTH LUCAS AVENUE, LOS ANGELES, CALIFORNIA 90017

TELEPHONE: (213) 250-2932 FAX: (213) 250-3648

**RAMON C. CORTINES**  
*Superintendent of Schools*

**BYRON J. MALTEZ**  
*Interim Local District Superintendent*

**TITUS CAMPOS**  
*Principal*

**MARIA BUTLER**  
*Assistant Principal, APEIS*

January 7, 2010

Ramon Cortines, Superintendent  
Los Angeles Unified School District  
333 S. Beadry Avenue, 24<sup>th</sup> Floor  
Los Angeles, CA 90017

Dear Mr. Cortines:

Gratts Elementary is very pleased to support the Youth Policy Institute (YPI) in the **Public School Choice** application to operate community schools in a partnership model. YPI has a successful track record of working with parents, teachers and community agencies to support student learning. I am confident that if granted the opportunity to operate schools, YPI will offer effective instruction for students through an innovative iDesign model. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, including Gratts Elementary. Moreover, YPI serves over 6,300 students every day in after-school programs and offers multiple programs in the service area, including full-service community schools, preschool, after-school, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Department of Education grants), Monsenor Oscar Romero Middle School, and Family Source Center and workforce programs funded by the City of Los Angeles Community Development Department.

Gratts Elementary strongly supports the Youth Policy Institute in this community-based plan to operate schools by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have any questions regarding this letter of support.

Sincerely,

Titus Campos  
Principal



**Hollygrove**  
AN EMQ FAMILIESFIRST AGENCY

January 8, 2010

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Hollygrove is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

Hollygrove strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Martine Singer  
Executive Director



*Initiating Change in Our Neighborhoods*

---

January 7, 2010

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

Dear Superintendent Cortines,

*Initiating Change in Our Neighborhoods Community Development Corporation (ICON CDC)* is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

ICON CDC strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal.

If I can provide further information, please do not hesitate to contact me.

Sincerely,

Amir Hessam Fassihi  
Deputy Director



## MEET EACH NEED WITH DIGNITY



10641 N. San Fernando Rd.  
Pacoima, CA 91331  
**phone** | 818.896.0246  
**fax** | 818.897.0128  
  
[www.mendpoverty.org](http://www.mendpoverty.org)

January 7, 2010

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Meet Each Need with Dignity (M.E.N.D) is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative iDesign and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and FamilySource Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

M.E.N.D strongly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

A handwritten signature in black ink, appearing to read "Jenny Gutierrez", is written over a horizontal line.

Jenny Gutierrez  
MEND Chief Operating Officer

9449 San Fernando Road  
Sun Valley, CA 91352  
Telephone (818) 767-3310

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

Dear Superintendent Cortines:

Pacifica Hospital of the Valley is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. Pacifica Hospital of the Valley look forward to being involved with this important effort. These collaborative approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI and Build have partnered on multiple successful projects over the years. YPI offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support. Tel 818-767-3310.

Sincerely,



Casey Fatch, MD  
Chief Operations Officer



January 8, 2010

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

Dear Superintendent Cortines:

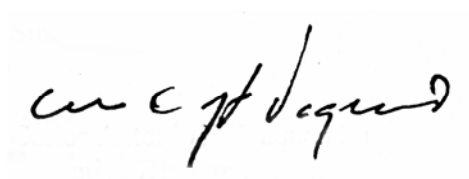
The Salvadoran American Leadership and Educational Fund (SALEF) is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. These collaborative approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI and SALEF have partnered on multiple successful projects over the years, and I am pleased to sit on the board of Monsenor Oscar Romero Charter Middle School. YPI offers multiple programs in the service area, including Full-Service Community Schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

SALEF's mission is to advocate for the educational advancement, civic participation, leadership and economic prosperity of Salvadoran and other Latino communities in the U.S.; and to advance democracy and social justice in the U.S. and El Salvador.

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies. Please do not hesitate to contact me should you have questions regarding this letter of support. You can contact me at (213) 480-1052.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carlos Antonio H. Vaquerano', written in a cursive style.

Carlos Antonio H. Vaquerano  
Executive Director



**VALLEY CARE**  
Community Consortium

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

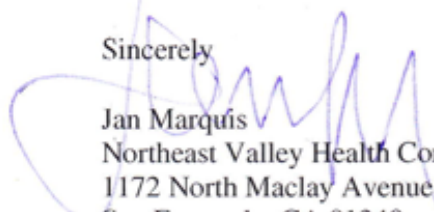
Dear Superintendent Cortines:

The Valley Care Community Consortium is very pleased to partner with the Youth Policy Institute (YPI) in their **Public School Choice** application. The proposed school will work with parents, teachers and community partners to offer innovative models of learning. The Valley Care look forward to being involved with this important effort. These collaborative approaches will bring increased academic achievement and rigorous accountability measures for students and family members in distinct small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI and Valley Care have partnered on multiple successful projects over the years. YPI offers multiple programs in the service area, including Full-Service Community Schools, the San Fernando Valley Poverty Initiative, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP, Carol White Physical Education Program, charter middle schools, FamilySource Center, and Day Laborer Centers.

I strongly support the Youth Policy Institute in this community-based plan to transform schools by working with parents, teachers, and community-based agencies as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support. (818) 898-1388

Sincerely,

  
Jan Marquis  
Northeast Valley Health Corporation  
1172 North Maclay Avenue  
San Fernando, CA 91340



# LIVING HOPE

COMMUNITY CHURCH

Los Angeles Unified School District  
333 South Beaudry Avenue, 24th Floor  
Los Angeles, CA 90017  
Telephone: (213) 241-7000  
Attention: Ramon Cortines, Superintendent of Schools

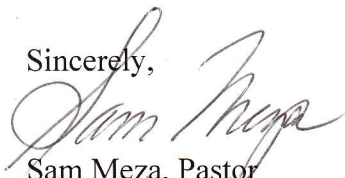
Dear Superintendent Cortines:

Living Hope Community is honored to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate San Fernando Middle School as a community school in a partnership model. The proposed school will work with parents, teachers and community residents to offer innovative Design and Pilot School models of learning. These approaches will bring increased academic achievement and rigorous accountability measures for students and family members in four small learning communities at the school site.

The Youth Policy Institute has an outstanding track record providing education and community services through partnerships with over 70 LAUSD and charter schools, while operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and offers multiple programs in the San Fernando service area, including full-service community schools, preschool, afterschool, workforce development, adult education, Family Technology Project, AmeriCorps, SES tutoring, GEAR UP and Carol White Physical Education Programs (both U.S. Dept. of Education grants), Bert Corona Middle School, and Family Source Center, workforce programs, and Day Laborer Centers funded by the City of Los Angeles Community Development Department.

Once again, Living Hope Community strongly and proudly supports the Youth Policy Institute in this community-based plan to transform San Fernando Middle School by working with parents, teachers, and community partners as described in this proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,



Sam Meza, Pastor  
Living Hope Community

**Internal Revenue Service**

**Department of the Treasury**

**P. O. Box 2508  
Cincinnati, OH 45201**

**Date:** November 14, 2002

**Person to Contact:**

**Jackie Johnson 31-07453**  
Customer Service Specialist

**Toll Free Telephone Number:**

8:00 a.m. to 6:30 p.m. EST  
877-829-5500

**Fax Number:**

513-263-3756

**Federal Identification Number:**

52-1278339

Youth Policy Institute, Inc.  
634 S Spring St Ste 621  
Los Angeles, CA 900 14-3906

Dear Sir or Madam:

This letter is in response to your request for a copy of your organization's determination letter. This letter will take the place of the copy you requested.

Our records indicate that a determination letter issued in January 1984 granted your organization exemption from federal income tax under section 501 (c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Youth Policy Institute, Inc.  
52-1278339

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

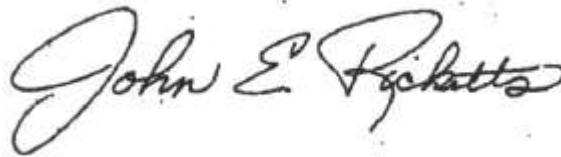
The law requires you to make your Organization's annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,

A handwritten signature in black ink that reads "John E. Ricketts". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

John E. Ricketts, Director, TE/GE  
Customer Account Services

**YPI Bert Corona Charter Middle School**  
**Parent Participation Rate in Parent-Teacher Conferences**

<b>Fall 2009</b>		<b>95.5%</b>	
<b>Grade Level</b>	<b>Attending</b>	<b>Possible</b>	<b>Percent</b>
<b>6th Grade</b>	115	119	96.6%
<b>7th Grade</b>	113	119	95.0%
<b>8th Grade</b>	112	118	94.9%
<b>Schoolwide</b>	340	356	95.5%

## Organizations within/around a 1 mile radius of San Fernando Middle School

Category	Organization	Address	Phone	Website	Contact
Basic needs	Ministerio El Poder de la Cruz - Valley Food Bank	1119 3rd St., San Fernando, CA 91340	818-326-8454	<a href="http://www.erescuemission.org">http://www.erescuemission.org</a>	
	Las Palmas Senior Center	505 S. Huntington St., San Fernando, CA 91340	818-898-7340	<a href="http://www.sfcity.org">http://www.sfcity.org</a>	
	NEVHC San Fernando Health Center WIC	1600 San Fernando Road, San Fernando, CA 91340	(818) 361-7541		
	Iglesia Evangelica Camino De Santidad - Valley Food Bank	940 N. Maclay, San Fernando, CA 91340	818-262-9697	<a href="http://www.erescuemission.org">http://www.erescuemission.org</a>	
	Eliza Shanks Home Inc.	13055 Weidner St., Pacoima, CA 91331	818-335-1233		
Criminal justice & legal services	San Fernando Self-help Legal Access Center	900 Third St., San Fernando, CA 91340	800-433-6251	<a href="http://www.nls-la.org">http://www.nls-la.org</a>	
Education	YWCA Of Greater Los Angeles - North Valley	1200 N. Maclay St., San Fernando, CA 91340	818-365-9144		
Health	Nevhc - DUI And Substance Abuse Recovery Program	1036 N. Maclay Ave., #201, San Fernando, CA 91340	818-898-1388	<a href="http://www.nevhc.org">http://www.nevhc.org</a>	
Income and employment support	Build Rehabilitation Industries	1323 Truman St., San Fernando, CA 91340	818-898-0020	<a href="http://www.buildonestop.com">http://www.buildonestop.com</a>	
Individual and family life	Best Babies Collaborative - Hope Of The Valley	1172 N. Maclay Ave., San Fernando, CA 91342	818-898-1388	<a href="http://www.LABestBabies.org/bbc/sfvBbc.htm">http://www.LABestBabies.org/bbc/sfvBbc.htm</a>	
	Nuevo Amanecer Latino Ffa San Fernando Office	439 N. Maclay Ave., San Fernando, CA 91340	818-837-4402	<a href="http://www.nalffa.org">http://www.nalffa.org</a>	
Mental health and counseling	Bridges - Terreno Nuevo	13192 Herrick Ave., Sylmar, CA 91342	818-367-3235	<a href="http://www.bridgesrehab.org">http://www.bridgesrehab.org</a>	
	Valley Family Center	302 S. Brand Blvd., San Fernando, CA 91340	818-365-8588		
	Immigration Services Of Santa Rosa	132 N. Maclay Ave., San Fernando, CA 91340	818-361-4341		
	El Centro De Amistad - San Fernando	566 S. Brand Blvd., San Fernando, CA 91340	818-898-0223	<a href="http://www.elcentrodeamistad.org">http://www.elcentrodeamistad.org</a>	Lynda Gallegos
	Partners In Care Foundation - Life Is Better At Home/mssp Program	732 Mott St., Ste. 150, San Fernando, CA 91340	818-837-3775	<a href="http://www.picf.org">http://www.picf.org</a>	
	Mission Community Hospital - San Fernando Campus For Health And Education	732 Mott St., Ste 110, San Fernando, CA 91340	818-365-5059	<a href="http://www.mchonline.org">http://www.mchonline.org</a>	
	Providence Holy Cross Medical Center	15031 Rinaldi St., Mission Hills, CA 91345	818-365-8051	<a href="http://www.providence.org/losangeles">http://www.providence.org/losangeles</a>	
	Calvary Baptist Literacy Council	12928 Vaughn St., San Fernando, CA 91340	818-897-1074		Karen Miller
	Interfaith Food Pantry Coalition	11076 Norris Ave. Greater Community Church, Pacoima, CA 91331	818-718-6460	<a href="http://www.vic-la.org">http://www.vic-la.org</a>	Ileene Parker - Program Director
	Boys And Girls Club Of San Fernando Valley	11251 Glenoaks Blvd., Pacoima, CA 91331	818-896-5261	<a href="http://www.bgcsfv.org">http://www.bgcsfv.org</a>	
	Pacoima Community Youth Culture Center	11243 Glenoaks Blvd., Ste. 4, Pacoima, CA 91331	818-896-8878		



## San Fernando Middle School - Current Staff Roster

Person ID	Employee Name	Employment Status	Job		Position		Track	Personnel Subarea
528281	BANKS, SUZANNE	Active	19100704	ADVSR, CTEGORCL PGM	30045102	ADVSR,CTEGORCL PGM	—	B Basis 1 track
780883	NINO, EARL	Active	19100704	ADVSR, CTEGORCL PGM	30044790	CRD, TITLE 1 (S046)	A	C Basis 1 track
272907	PENNACCHIO, MARY	Active	19100706	ASMT,NONCLSRM,PREP	30332086	ASMT,NONCLSRM,PREP	—	B Basis 1 track
540212	SAFDEYE, JOSEPH	Active	19100706	ASMT,NONCLSRM,PREP	30332703	ASMT,NONCLSRM,PREP	—	B Basis 1 track
280614	MARTINEZ, JAVIER	Active	22104061	ASST PLANT MANAGER I	30073614	ASST PLANT MANAGER I	—	A Basis Gen Cal
619254	VALDIVIA, PATRICIA	Active	12200531	ASST PRIN, SEC COUNSLNG SRVCS	30003956	ASST PRIN, SEC COUNSLNG SRVCS	—	B Basis 1 track
298528	BOLITA, SHARON	Active	13100659	ASST PRIN, SECONDARY	30003129	ASST PRIN, SECONDARY, RESTR	—	B Basis 1 track
598770	LAWRENCE, JEREMY	Active	13100659	ASST PRIN, SECONDARY	30051215	ASST PRIN, SECONDARY	—	B Basis 1 track
648324	WELSH, KELLY	Active	13100659	ASST PRIN, SECONDARY	30003129	ASST PRIN, SECONDARY, RESTR	—	B Basis 1 track
583312	ALFARO, JOEL	Active	22104075	BUILDING & GROUNDS WORKER	30075669	BUILDING & GROUNDS WORKER	—	A Basis Gen Cal
923413	AVILA, MOISES	Active	22104075	BUILDING & GROUNDS WORKER	30335020	BUILDING & GROUNDS WORKER	—	A Basis Gen Cal
613607	CARDENAS, AMPARO	Active	22104075	BUILDING & GROUNDS WORKER	30075959	BUILDING & GROUNDS WORKER	—	A Basis Gen Cal
796494	CUELLAR, MARCO	Active	22104075	BUILDING & GROUNDS WORKER	30075047	BUILDING & GROUNDS WORKER	—	A Basis Gen Cal
746053	NESBITT, JASON	Active	22104075	BUILDING & GROUNDS WORKER	30074716	BUILDING & GROUNDS WORKER	—	A Basis Gen Cal
755270	TAPIA, VICTORIANO	Active	22104075	BUILDING & GROUNDS WORKER	30075363	BUILDING & GROUNDS WORKER	—	A Basis Gen Cal
805578	REYES, ALEJANDRO	Active	29104687	CAMPUS AIDE & RESTRICTED	30094412	CAMPUS AIDE & RESTRICTED	A	C Basis 1 track
773808	SALAZAR, FRANCISCO	Active	29104687	CAMPUS AIDE & RESTRICTED	30094354	CAMPUS AIDE & RESTRICTED	A	C Basis 1 track
629286	FLORES, ESTHER	Active	24102676	CLERK	30071886	RDA-OFFICE TECHNICIAN	—	B Basis 1 track
739486	BERGER, BRENNNA	Active	12200533	Counselor, Secondary	30309962	CNS (QEIA)	A	C Basis 1 track
666906	CURRIER, JEANNE	Active	12200533	Counselor, Secondary	30309965	CNS (QEIA)	A	C Basis 1 track
756245	MICHELS, JULIE	Active	12200533	Counselor, Secondary	30309963	CNS (QEIA)	A	C Basis 1 track
85412	SANDERSON, ALICE	Active	12200533	Counselor, Secondary	30051994	COUNS,SCHOOL	A	C Basis 1 track
629856	TANGNER, NATALIE	Active	12200533	Counselor, Secondary	30043894	COUNS,SCHOOL	A	C Basis 1 track
720071	MORALES, ROSALVA	Active	29108304	Dist-spnsd Trg Rt3	30107640	SUP-DIST-SPNSD TRG RT3	—	X Basis
750225	BAEZA, MARIA	Active	21104583	EDUC AIDE 2	30084342	EDUC AIDE 2	A	C Basis 1 track
711689	ARCO, KAREN	Active	11100731	ELEMENTARY TEACHER	30014156	ELEMENTARY TEACHER	A	C Basis 1 track
703120	ARREDONDO, PEARL	Active	11100731	ELEMENTARY TEACHER	30321847	ELEMENTARY TEACHER	A	C Basis 1 track
574947	BOONE, DANIEL	Active	11100731	ELEMENTARY TEACHER	30030745	EL 6	A	C Basis 1 track
598237	CAMPBELL, CLIFTON	Active	11100731	ELEMENTARY TEACHER	30035589	ELEMENTARY TEACHER	A	C Basis 1 track
730815	CARDENAS, MARY	Active	11100731	ELEMENTARY TEACHER	30321840	ELR	—	Cert Sub
635795	CLEMENT, BLAKE	Active	11100731	ELEMENTARY TEACHER	30031042	EL 6	A	C Basis 1 track
561658	DAVIS, DONALD	Active	11100731	ELEMENTARY TEACHER	30031592	EL 6	A	C Basis 1 track
644703	DENNING, MARY	Active	11100731	ELEMENTARY TEACHER	30026496	EL 6	A	C Basis 1 track
707172	DIAZ, ROSALBA	Active	11100731	ELEMENTARY TEACHER	30026132	EL 6	A	C Basis 1 track
727374	FATAH, FREDDA	Active	11100731	ELEMENTARY TEACHER	30032683	EL 6	A	C Basis 1 track
669602	FIGUEROA, CLAUDIA	Active	11100731	ELEMENTARY TEACHER	30049112	EL 6	A	C Basis 1 track
675808	GOMEZ, LETICIA	Active	11100731	ELEMENTARY TEACHER	30029266	EL 6	A	C Basis 1 track
712572	HILL, SHERYL	Active	11100731	ELEMENTARY TEACHER	30021780	PEA - VAC	A	C Basis 1 track



## San Fernando Middle School - Current Staff Roster

Person ID	Employee Name	Employment Status	Job	Position		Track	Personnel Subarea
543133	KOCH, VERONICA	Active	11100731	ELEMENTARY TEACHER	30030182	EL 6	A C Basis 1 track
531478	LESSING, GLENNA	Active	11100731	ELEMENTARY TEACHER	30031861	EL 6	A C Basis 1 track
687089	MOELLER, MARYANN	Active	11100731	ELEMENTARY TEACHER	30321840	ELR	A C Basis 1 track
678413	SANCHEZ, RAMON	Active	11100731	ELEMENTARY TEACHER	30010546	ELEMENTARY TEACHER	A C Basis 1 track
516847	SHUEY, DOROTHY	Active	11100731	ELEMENTARY TEACHER	30034996	ELEMENTARY TEACHER	A C Basis 1 track
742663	SILBERSCHIEIN, LYNDA	Active	11100731	ELEMENTARY TEACHER	30011187	ELEMENTARY TEACHER	A C Basis 1 track
780514	TAYLOR WALLS, BONLYN	Active	11100731	ELEMENTARY TEACHER	30033445	EL 6	A C Basis 1 track
638681	ZAFT, MILTON	Active	11100731	ELEMENTARY TEACHER	30023066	EL 6	A C Basis 1 track
797537	ALCARAZ, MARIA DIOSA	Active	24101275	FINANCIAL MANAGER	30063156	FINANCIAL MANAGER	_ A Basis Gen Cal
577666	ARANDA, PAULINA	Active	22204391	Food Services Worker	30093611	Food Services Worker	A C Basis 1 track
813114	BESHIR, ASIA	Active	22204391	Food Services Worker	30302891	RDA-Food Services Worker	A C Basis 1 track
583309	CERVANTES, MARIA	Active	22204391	Food Services Worker	30078704	Food Services Worker	A C Basis 1 track
961930	COTA, MAGNOLIA	Active	22204391	Food Services Worker	30078250	RDA-Food Services Worker	A C Basis 1 track
718370	DAVALOS, CATALINA	Active	22204391	Food Services Worker	30094697	Food Services Worker	A C Basis 1 track
646180	DER, CHRISTINA	Active	22204391	Food Services Worker	30077277	RDA-Food Services Worker	A C Basis 1 track
615451	DIAZ, ROSE	Active	22204391	Food Services Worker	30093983	Food Services Worker	A C Basis 1 track
681071	LUNA, ALBERTA	Active	22204391	Food Services Worker	30079833	Food Services Worker	A C Basis 1 track
972019	MALDONADO, GLENDA	Active	22204391	Food Services Worker	30078014	RDA-Food Services Worker	A C Basis 1 track
624071	MARTINEZ, JOSEFINA	Active	22204391	Food Services Worker	30090012	Food Services Worker	A C Basis 1 track
711600	PEREZ, SALLY	Active	22204391	Food Services Worker	30077779	RDA-Food Services Worker	A C Basis 1 track
806672	SANCHEZ, ROSA	Active	22204391	Food Services Worker	30303483	RDA-Food Services Worker	A C Basis 1 track
730120	RODRIGUEZ, RUBEN	Active	22104186	GARDENER	30088633	GARDENER	_ A Basis Gen Cal
789368	SANDHA, JASPREET	Active	11100849	INSTRNL COACH, SEC MATHEMATICS	30332119	INSTRNL COACH, SEC MATHEMATICS	A C Basis 1 track
714247	OREN, BATIA	Active	11100845	INSTRNL COACH, SEC READING	30308165	INSTRNL COACH, SEC READING	A C Basis 1 track
604985	CASTANEDA, EMMA	Active	24102828	OFFICE TECHNICIAN	30093337	OFFICE TECHNICIAN	_ B Basis 1 track
735322	ESTRADA, CELIDA	Active	24102828	OFFICE TECHNICIAN	30070288	OFFICE TECHNICIAN	_ B Basis 1 track
721536	GOMEZ, MAYRA	Active	24102828	OFFICE TECHNICIAN	30064609	RDA-STENOGRAPHIC SECRETARY I	_ B Basis 1 track
632912	GARCIA, JOE	Active	22104037	PLANT MANAGER III	30073224	PLANT MANAGER III	_ A Basis Gen Cal
636296	SOLORZANO, EDUARDO	Active	13100611	PRINCIPAL, SECONDARY	30000742	PRINCIPAL, SECONDARY	_ E Basis 1 track
741625	JARA, ODILIA	Active	29208102	REP,CMNY C	30106941	SUP-REP,CMNY C	_ X Basis
585759	GODINEZ, STELLA	Active	24102500	SCH ADMINISTRATIVE ASSISTANT	30063842	SCH ADMINISTRATIVE ASSISTANT	_ A Basis Gen Cal
796583	LOPEZ, MARTHA	Active	22104098	SCH FACILITIES ATTENDANT FEM & R	30088918	SCH FACILITIES ATTENDANT FEM & R	_ A Basis Gen Cal
700551	LUNDQUIST, MARLENE	Active	22204294	School Food Services Manager IV	30076770	School Food Services Manager IV	A C Basis 1 track
643989	BONSELL, ERIC	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	_ X Basis
812804	CISNEROS, STEPHANIE	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	_ X Basis
652382	GOMEZ, MARIA	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	_ X Basis
802194	GONZALES, FELICIA	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	_ X Basis
732932	HERNANDEZ, STEVEN	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	_ X Basis

## San Fernando Middle School - Current Staff Roster

Person ID	Employee Name	Employment Status	Job		Position		Track	Personnel Subarea
793116	HERRERA, VERONICA	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	—	X Basis
			29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	—	X Basis
987182	MUNOZ, SHAYLIN	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	—	X Basis
643259	SALAZAR, TERESA	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	—	X Basis
997661	VELASCO, ISRAEL	Active	29208447	SCHOOL SPVN AIDE	30108814	SUP-SCHOOL SPVN AIDE	—	X Basis
768311	AGUILAR, ANTONIO	Active	11100736	SECONDARY TEACHER	30321839	SEC TCHR-MATH 3 TITLV 3 HOMEC 1	A	C Basis 1 track
779104	ALBAN, DAVID	Active	11100736	SECONDARY TEACHER	30037120	SEC TCHR-SCI 6 TITLV 1	A	C Basis 1 track
699201	ARAUJO, VIVIAN	Active	11100736	SECONDARY TEACHER	30032409	SEC TCHR-SOCSC 5 CNSDE 1 TITLV 1	A	C Basis 1 track
783866	ARRIAGA, ABRAHAM	Active	11100736	SECONDARY TEACHER	30331777	SEC TCHR-ALG 4 TITLV 1 BIO 1	A	C Basis 1 track
954777	AYARRA, MARYANN	Active	11100736	SECONDARY TEACHER	30321841	SEC TCHR-SOCSC 6 TITLV 2	A	C Basis 1 track
752284	BLEVINS, DAWN	Active	11100736	SECONDARY TEACHER	30018947	SEC TCHR-HEALT 4 TITLV 4	A	C Basis 1 track
770587	BOZURICH, GARY	Active	11100736	SECONDARY TEACHER	30017908	SEC TCHR-SOCSC 7 TITLV 2	A	C Basis 1 track
674198	BURNHAM, BRUCE	Active	11100736	SECONDARY TEACHER	30036578	SEC TCHR-PEA 7 TITLV 2	A	C Basis 1 track
713566	CAPOZZI, HOLLY	Active	11100736	SECONDARY TEACHER	30307392	SEC TCHR-ALG 5 TITLV 1	A	C Basis 1 track
790110	CASTANEDA, PHYLLIS	Active	11100736	SECONDARY TEACHER	30321846	SEC TCHR-ENG 5 TITLV 2	A	C Basis 1 track
957265	CONDREAY, SAUNDRA	Active	11100736	SECONDARY TEACHER	30307433	SEC TCHR-ENG 5 TITLV 2	A	C Basis 1 track
174218	COQUIS, RUBEN	Active	11100736	SECONDARY TEACHER	30036183	SEC TCHR-PEA 7 TITLV 1	A	C Basis 1 track
585026	COREA, ROBERTO	Active	11100736	SECONDARY TEACHER	30321849	SEC TCHR-HEALT 6 TITLV 1	A	C Basis 1 track
678180	DAFAEBOINI, SAM	Active	11100736	SECONDARY TEACHER	30007071	SEC TCHR-SOCSC 6 TITLV 1	A	C Basis 1 track
772656	FISCHER, PAUL	Active	11100736	SECONDARY TEACHER	30033211	SEC TCHR-ENG 6 TITLV 2	A	C Basis 1 track
804852	FITZGERALD HADDAD, ERIN	Active	11100736	SECONDARY TEACHER	30331775	SEC TCHR-MATH 5 CNSDE 1	A	C Basis 1 track
301172	FLORES, FRANCISCO	Active	11100736	SECONDARY TEACHER	30014734	SEC TCHR-PEA 6 TITLV 5	A	C Basis 1 track
800642	GAGE, CHARLES	Active	11100736	SECONDARY TEACHER	30025029	SEC TCHR-CNSDE 7 TITLV 1	A	C Basis 1 track
263299	GARCIA, THOMAS	Active	11100736	SECONDARY TEACHER	30037285	SEC TCHR-SCI 6 TITLV 1	A	C Basis 1 track
955842	GOLDEN, NICOLE	Active	11100736	SECONDARY TEACHER	30307407	SEC TCHR-MATH 5 TITLV 4	A	C Basis 1 track
17154	HANZLIK, ELIZABETH	Active	11100736	SECONDARY TEACHER	30016868	SEC TCHR-ART 7 TITLV 1	A	C Basis 1 track
706648	HERNANDEZ, MARTHA	Active	11100736	SECONDARY TEACHER	30032145	SEC TCHR-SCI 5 CNSDE 1 TITLV 1	A	C Basis 1 track
800773	HERNANDEZ, REGINA	Active	11100736	SECONDARY TEACHER	30026861	SEC TCHR-PEA 6 TITLV 4	A	C Basis 1 track
954776	HILL, STEPHEN	Active	11100736	SECONDARY TEACHER	30307420	SEC TCHR-ENG 5 TITLV 1	A	C Basis 1 track
928128	HORN, CAROL	Active	11100736	SECONDARY TEACHER	30307451	SEC TCHR-SCI 6 TITLV 1	A	C Basis 1 track
725785	JAMES, ALAN	Active	11100736	SECONDARY TEACHER	30018434	SEC TCHR-SCI 4 HEALT 2 TITLV 1	A	C Basis 1 track
545284	KOCH, PHILLIP	Active	11100736	SECONDARY TEACHER	30321848	SEC TCHR-CNSDE 7 TITLV 7	A	C Basis 1 track
176916	KRUGER, MARYL	Active	11100736	SECONDARY TEACHER	30050329	SEC TCHR-ENG 7 TITLV 1	A	C Basis 1 track
988079	LARASH, ANDREW	Active	11100736	SECONDARY TEACHER	30337163	SECONDARY TEACHER	A	C Basis 1 track
756421	LENNEHAN, BART	Active	11100736	SECONDARY TEACHER	30022223	SEC TCHR-SCI 3 AGR 2 BIO 1 TITLV 1	A	C Basis 1 track
986038	LESUEUR, DANIEL	Active	11100736	SECONDARY TEACHER	30337162	SECONDARY TEACHER	A	C Basis 1 track
668785	LOGAN, KAREN	Active	11100736	SECONDARY TEACHER	30020374	SEC TCHR-ENG 4 CNSDE 1 TITLV 1	A	C Basis 1 track
957315	LOSA, EDNA	Active	11100736	SECONDARY TEACHER	30307462	SEC TCHR-COMSC 6 TITLV 1	A	C Basis 1 track

## San Fernando Middle School - Current Staff Roster

Person ID	Employee Name	Employment Status	Job		Position		Track	Personnel Subarea
780757	LUMANLAN, ALBERT	Active	11100736	SECONDARY TEACHER	30035987	SEC TCHR-ENG 4 ESL 2 LIT 2 TITLV 1	A	C Basis 1 track
611237	MAREK, VERONICA	Active	11100736	SECONDARY TEACHER	30011804	SEC TCHR-ART 3 ENG 3 TITLV 1	A	C Basis 1 track
955053	MEZA, LISA	Active	11100736	SECONDARY TEACHER	30027209	SEC TCHR-THART 5 TITLV 1 ART 1	A	C Basis 1 track
709160	NUNEZ, GERARDO	Active	11100736	SECONDARY TEACHER	30025402	SEC TCHR-MATH 4 ALG 1 TITLV 1	A	C Basis 1 track
767330	NUNEZ, THEODORE	Active	11100736	SECONDARY TEACHER	30015290	SEC TCHR-SOCSC 5 TITLV 1	A	C Basis 1 track
789349	RAMOS, MACLOVIO	Active	11100736	SECONDARY TEACHER	30331776	SEC TCHR-ALG 3 TITLV 3 HOMEC 1	A	C Basis 1 track
665701	RIGAMAT, SUSAN	Active	11100736	SECONDARY TEACHER	30334461	SEC TCHR-ENG 4 TITLV 1	A	C Basis 1 track
809219	ROBERTSON, MICHAEL	Active	11100736	SECONDARY TEACHER	30008528	SEC TCHR-PEA 8 TITLV 5	A	C Basis 1 track
957316	SABIO, MARY ANN	Active	11100736	SECONDARY TEACHER	30028270	SEC TCHR-SOCSC 6 MATH 3 TITLV 2 ALG 1	A	C Basis 1 track
727539	STUART, LINDA	Active	11100736	SECONDARY TEACHER	30020854	SEC TCHR-ENG 5 TITLV 2	A	C Basis 1 track
957028	TOLECO, RAYMOND	Active	11100736	SECONDARY TEACHER	30307469	SEC TCHR-ALG 4 TITLV 1 MATH 1	A	C Basis 1 track
691375	TRACY, LAURA	Active	11100736	SECONDARY TEACHER	30012980	SEC TCHR-SOCSC 4 TITLV 2 LAW 1 CNSDE 1	A	C Basis 1 track
790161	VACA, VINCENT	Active	11100736	SECONDARY TEACHER	30036379	SEC TCHR-TITLV 6 PEA 5 CNSDE 1	A	C Basis 1 track
294881	VASQUEZ, RODOLFO	Active	11100736	SECONDARY TEACHER	30035781	SEC TCHR-MUSIN 7 TITLV 1	A	C Basis 1 track
770673	WEISS, BARRIE	Active	11100736	SECONDARY TEACHER	30051277	SEC TCHR-ENG 2 ESL 2 TITLV 1	A	C Basis 1 track
804990	WILKINSON, RONDA	Active	11100736	SECONDARY TEACHER	30027911	SEC TCHR-ESL 4 ENG 2 TITLV 1	A	C Basis 1 track
959487	ADAD, RENE	Active	22204395	Senior Food Service Worker	30091729	Senior Food Service Worker	A	C Basis 1 track
962372	HERNANDEZ, NANCY	Active	22204395	Senior Food Service Worker	30091729	Senior Food Service Worker	A	C Basis 1 track
638361	CERVANTES, ANGELICA	Active	21104571	SPEC EDUCATION ASSISTANT	30092580	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
532484	FLORES, STELLA	Active	21104571	SPEC EDUCATION ASSISTANT	30093407	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
686756	GARCIA, NILA	Active	21104571	SPEC EDUCATION ASSISTANT	30092126	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
747513	NUNEZ, MONICA	Active	21104571	SPEC EDUCATION ASSISTANT	30324582	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
517573	RAMIREZ, EILEEN	Active	21104571	SPEC EDUCATION ASSISTANT	30092510	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
969063	SALAZAR MUNOZ, JENNIFER	Active	21104571	SPEC EDUCATION ASSISTANT	30092728	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
627761	SANCHEZ, NORMA	Active	21104571	SPEC EDUCATION ASSISTANT	30094477	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
652455	RODRIGUEZ, JUAN	Active	21104575	SPEC EDUCATION TRAINEE	30094229	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
773934	RUIZ, MARCELA	Active	21104575	SPEC EDUCATION TRAINEE	30094290	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
657762	ZAPATA, CARMEN	Active	21104575	SPEC EDUCATION TRAINEE	30092050	SPEC EDUCATION ASSISTANT	A	C Basis 1 track
674185	EBELHAR, RANDALL	Active	11100740	SPECIAL EDUCATION TEACHER	30050212	MRM	A	C Basis 1 track
561717	GILLIAM HERBERT, SANDRA	Active	11100740	SPECIAL EDUCATION TEACHER	30051156	SLD	A	C Basis 1 track
727439	GRAY, CAROLYN	Active	11100740	SPECIAL EDUCATION TEACHER	30049961	SLD VACANT	A	C Basis 1 track
809303	LOYA, JANICE	Active	11100740	SPECIAL EDUCATION TEACHER	30051096	SLD	A	C Basis 1 track
800443	OURISHIAN, HAIKAZ	Active	11100740	SPECIAL EDUCATION TEACHER	30050265	SLD	A	C Basis 1 track
645819	CUETO, ANA	Active	24102838	SR OFFICE TECHNICIAN	30089448	SR OFFICE TECHNICIAN	_	A Basis Gen Cal
545094	IVY, ROSALINDA	Active	24102838	SR OFFICE TECHNICIAN	30067582	SR OFFICE TECHNICIAN	_	A Basis Gen Cal
708489	VALENCIA, PATRICIA	Active	24102838	SR OFFICE TECHNICIAN	30072805	SR OFFICE TECHNICIAN	_	B Basis 1 track
625194	ATKINSON, TERESA	Active	11100790	TCHR, SP ED, RES SPST PRG	30045543	RSP	A	C Basis 1 track
986906	BOCHE, JORGE	Active	11100790	TCHR, SP ED, RES SPST PRG	30045760	RSP	A	C Basis 1 track

## San Fernando Middle School - Current Staff Roster

Person ID	Employee Name	Employment Status	Job		Position		Track	Personnel Subarea
716647	ESSAH, BEATRICE	Active	11100790	TCHR, SP ED, RES SPST PRG	30046261	RSP	A	C Basis 1 track
630660	MUNOZ, SONIA	Active	11100790	TCHR, SP ED, RES SPST PRG	30045970	RSP	A	C Basis 1 track
677184	TAVASOLIAN, LAURIE	Active	11100790	TCHR, SP ED, RES SPST PRG	30046160	RSP	A	C Basis 1 track
570657	ROLSTON, JOHN	Active	11100753	TCHR,MATHEMATICS,FOUNDATIONAL	30028604	TCHR,MATHEMATICS,FOUNDATIONAL	A	C Basis 1 track
585580	BRATSLAVSKY, ADRIANA	Active	12100591	TCHR,S,LIBR MEDIA	30041927	TCHR,S,LIBR MEDIA	A	C Basis 1 track
784652	CASTILLO, HECTOR	Active	11500953	TEACHER ASST - DEGREE TRACK NEW	30050982	TEACHER ASST - DEGREE TRACK NEW	_	X Basis
986062	RAMIREZ, WILLIAM	Active	11500953	TEACHER ASST - DEGREE TRACK NEW	30319617	TEACHER ASST - DEGREE TRACK NEW	_	X Basis
987935	RUVALCABA, ALICIA	Active	11500953	TEACHER ASST - DEGREE TRACK NEW	30326480	TEACHER ASST - DEGREE TRACK NEW	_	X Basis
1003863	SANCHEZ, JAVIER	Active	11500953	TEACHER ASST - DEGREE TRACK NEW	30332101	TEACHER ASST - DEGREE TRACK NEW	_	X Basis

## Track record of proposed curriculum

The **History Alive! program** was chosen because research has demonstrated its success in raising test scores, engaging students and supporting teachers in reaching diverse learners (<http://www.teachinci.com/tci-approach/research.html>). Unlike standard curricula comprised of textbook reading followed by short answer questions, this program guides students in discovering information, reasoning through problems, debating issues, working in pairs and groups, reflecting on learning and demonstrating knowledge in multiple assessments. Resources for teachers explicitly state research-based practices to reach English language learners, learners reading and writing below grade level, students with special needs, and advanced learners. Research studies have demonstrated improved test scores for students who initially tested below proficiency and no negative impact on students who initially tested advanced proficient.

The **SEPUP program** is itself a non-profit research project that has been tested and refined for over 20 years through a partnership between UC Berkeley and the National Science Foundation. It has also been the subject of countless doctoral dissertations, journal articles, conference papers, and federal studies. In studies comparing SEPUP students to non-SEPUP students, the SEPUP students have consistently, with statistical significance, demonstrated gains in content knowledge. In addition, several studies examined students' decision-making skills and found differences in student responses that generally favored SEPUP over non-SEPUP students (<http://sepuplhs.org/research.html>).

The **Connected Math Project** is also a non-profit research project that was funded by the National Science Foundation between 1991-1997 to develop a complete middle grade mathematics curriculum based on ongoing research. In 2000, NSF funded a 5 year research project involving educational professionals and CMP teachers in order to further review, revise, field-test and evaluate the program. More recently, research studying the revised CMP program in Texas and Arizona schools that have similar demographics to SFMS, demonstrated that CMP students outperformed non-CMP students, with significant growth on standardized test for Hispanic, low SES and English learner populations (<http://www.connectedmath.msu.edu/rne/2006.shtml>).

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Also see [Table 1](#) and [Table 2](#) for more info.

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## Appendix I: Curriculum Scope and Sequence

### Language Arts

#### 6<sup>th</sup> Grade

Timeframe	Description of Lessons	Curricular Materials	Standards/Learning Outcomes	Assessments
Week One	<p><b>* Short Story Unit—Elements of Fiction</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Discuss character analyses in TTH—Is the narrator sane or not?</li> <li>2. Discuss foreshadowing and theme in TMP.</li> <li>3. Find quotes to substantiate above claim, using as a base for class discussion.</li> <li>4. Write sentences employing vocabulary words.</li> <li>5. Complete vocabulary lesson.</li> </ol>	<p>**“The Tell-Tale Heart”</p> <p>**“The Monkey’s Paw”</p> <p>*Vocabulary book</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.4, 1.5, 1.6</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.3</p>	1. Vocabulary sentences and exam.
Week Two	<p><b>*Short Story Unit: Elements of Fiction</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Discuss character development and foreshadowing in SH—Is Ichabod Crane a figure of scorn or pity?</li> <li>2. Discuss character development, theme and irony in TN—Does Mathilde redeem herself by the end of the story?</li> <li>3. Compose an analytical paragraph based on one of the previously suggested</li> </ol>	<p>**“The Legend of Sleepy Hollow”</p> <p>**“The Necklace”</p> <p>*Vocabulary book</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2, 2.4</p> <p><b>Written and Oral English Language Conventions</b></p>	1. In-Class paragraph. 2. Vocabulary sentences and exam.

	<p>questions, featuring at least three quotes correctly incorporated into the paragraph.</p> <p>4. Write sentences using vocabulary words, each sentence beginning with a different word.</p> <p>5. Complete vocabulary lesson.</p>		<p><b>1.0 Written and Oral Language Conventions</b> 1.4, 1.5</p> <p><b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	
Week Three	<p><b>*Complete Short Story Unit.</b> <b>*Vocabulary</b> <b>*Grammar: Subject and Predicate—Prepositions.</b> <b>Students:</b> 1. Learn revision strategies to create a polished final draft. 2. Play prep. bingo. 3. Learn the prep. phrase. 4. Write sentences using the vocabulary words, each beginning with a different prep. phrase. 5. Complete vocabulary lesson.</p>	<p>*"The Necklace" *"The Monkey's Paw" *"The Tell-Tale Heart" *"The Legend of Sleepy Hollow" *Vocabulary book *Grammar text *Preposition bingo</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.4</p> <p><b>Written and Oral English Language Conventions</b> 1.4, 1.5</p> <p><b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	<p>1. Revise in-class paragraph. 2. Quiz on prepositional phrase. 3. Vocabulary sentences and exam.</p>
Week Four	<p><b>*Grammar: Subject and Predicate</b> <b>*Vocabulary</b> <b>Students:</b> 1. Learn compound object of a preposition. 2. Learn simple and compound subjects. 3. Learn simple and</p>	<p>*Grammar book *Vocabulary book.</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b></p>	<p>1. Vocabulary sentences and exam.</p>

	<p>com-pound verbs.</p> <p>4.Learn complete subject and predicate.</p> <p>5.Learn four types of sentences: Imperative, de-calmative, interrogative and exclamatory.</p> <p>6.Write sentences using the vocabulary words, each be-ginning with a different prep. phrase.</p> <p>7.Complete vocabulary lesson.</p>		<p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral Language Conventions</b>  1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b>  1.4, 1.5, 1.6</p>	
Week Five	<p><b>*Grammar: Subject and Predicate Unit</b></p> <p><b>*Vocabulary Students:</b></p> <p>1.Learn infinitives and contractions.</p> <p>2.Review subject and predicate.</p> <p>3.Complete vocabulary lesson.</p>	<p>*Grammar book</p> <p>*Vocabulary book</p>	<p><b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral Language Conventions</b>  1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b>  1.4, 1.5, 1.6</p>	<p>1.Exam on subject and predicate and types of sentences.</p> <p>2.Vocabulary exam.</p>
Week Six	<p><b>*Poetry— Figurative Language: The Metaphor</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Read, analyze, and discuss “Metaphor.”</p> <p>2. Write draft of their own metaphor, without ever saying in the poem what</p>	<p><i>*“Metaphor”</i></p>	<p><b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p>	<p>1.Write draft of poem.</p> <p>2.Revise draft of poem.</p> <p>3.Vocabulary sentences and exam.</p>

	<p>the metaphor is—a riddle for the reader.</p> <p>3. Revise draft of poem.</p> <p>4. Write sentences using the vocabulary words, each sentence beginning with a different word.</p> <p>5. Complete vocabulary lesson.</p>		<p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6, 1.7</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	
Week Seven	<p><b>*A Christmas Carol</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Read Staves One and Two of ACC.</p> <p>2. Engage in group competitions to ascertain reading comprehension of Dickens's use of language, theme, characterization, symbolism and plot.</p> <p>3. Select words from ACC for vocabulary work—compose sentences using the words correctly, as well as find synonyms and antonyms for them.</p> <p>4. Complete vocabulary lesson.</p>	<p><i>*A Christmas Carol</i></p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	<p>1. Class competitions based on ACC.</p> <p>2. Vocabulary sentences and exam.</p>
Week Eight	<p><b>*A Christmas Carol</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Read Staves Three and Four of ACC.</p> <p>2. Engage in group competitions to ascertain reading comprehension of Dickens's use of</p>	<p><i>*A Christmas Carol</i></p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p>	<p>1. Class competitions based on ACC.</p> <p>2. Vocabulary sentences and exam.</p>

	<p>language, theme, characterization, symbolism and plot.</p> <p>3. Select words from ACC for vocabulary work—compose sentences using the words correctly, as well as find synonyms and antonyms for them.</p> <p>4. Complete vocabulary lesson.</p>		<p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral Language Conventions</b>  1.1, 1.4, 1.5  <b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b>  1.4, 1.5, 1.6  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  2.3</p>	
Week Nine	<p><b>*A Christmas Carol</b>  <b>*Vocabulary Students:</b></p> <p>1. Read Stave Five of ACC.</p> <p>2. Engage in group competition to ascertain reading comprehension of Dickens's use of language, theme, characterization, symbolism and plot.</p> <p>3. Select words from ACC for vocabulary work—compose sentences using the words correctly, as well as find synonyms and antonyms for them.</p> <p>4. Learn structure of the five-paragraph essay.</p> <p>5. In groups, choose one of the following topics as the subject for a group essay, with each member composing one body paragraph:  A. How does Scrooge change over the course of the novel?  B. What does Scrooge learn from each ghostly encounter?</p> <p>6. Complete</p>	<p><i>*A Christmas Carol</i>  *Vocabulary</p>	<p><b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  1.1, 1.2, 1.3, 1.4, 1.5  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.2, 2.3, 2.4, 2.6, 2.7, 2.8  <b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.3, 1.4, 1.5, 1.6  <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  2.2, 2.4</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral Language Conventions</b>  1.1, 1.4, 1.5  <b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b>  1.4, 1.5, 1.6  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  2.3</p>	<p>1. Class competition based on ACC.</p> <p>2. Vocabulary sentences and exam.</p> <p>3. Draft of body paragraphs.</p>

	vocabulary lesson.			
Week Ten	<p><b>*A Christmas Carol</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Learn structure and strategies for composing an introduction.</li> <li>2. Compose introduction to essay with group mates.</li> <li>3. Learn structure and strategies for composing a conclusion.</li> <li>4. Compose conclusion to essay with group mates.</li> <li>5. Revise draft of ACC paragraph.</li> <li>6. Vocabulary sentences, each beginning with a different word.</li> <li>7. Complete vocabulary lesson.</li> </ol>	<p><i>*A Christmas Carol</i></p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2, 2.4</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.4, 1.5, 1.6</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.3</p>	<ol style="list-style-type: none"> <li>1. Final draft of paragraph.</li> <li>2. Draft of introduction.</li> <li>3. Draft of conclusion.</li> <li>4. Vocabulary sentences and exam.</li> </ol>
Week Eleven	<p><b>*Finish A Christmas Carol</b></p> <p><b>*Grammar: Nouns, Pronouns and Adjectives</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Polish introduction and conclusion of essay, paying close attention to word choice, sentence structure and organization.</li> <li>2. Learn types of nouns: concrete, abstract, common and proper.</li> <li>3. Learn types of adjectives: common, proper,</li> </ol>	<p><i>*A Christmas Carol</i></p> <p>*Grammar book</p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2, 2.4</p>	<ol style="list-style-type: none"> <li>1. Final draft of introduction.</li> <li>2. Final draft of conclusion.</li> <li>3. Vocabulary sentences and exam.</li> </ol>

	<p>definite and indefinite.</p> <p>4. Write sentences using the vocabulary words, all sentences beginning with different nouns and adjectives.</p> <p>5. Complete vocabulary lesson.</p>		<p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.4, 1.5, 1.6</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.3</p>	
Week Twelve	<p><b>*Grammar: Nouns, Pronouns and Adjectives</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Learn pronouns: personal and demonstrative.</p> <p>2. Write sentences using the vocabulary words, all sentences beginning with different pronouns, nouns and adjectives.</p> <p>3. Complete vocabulary lesson.</p>	<p>*Grammar book</p> <p>*Vocabulary book</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>1. Exam on nouns, pronouns and adjectives.</p> <p>2. Vocabulary sentences and exam.</p>
Week Thirteen	<p><b>*Creative Writing</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Read and discuss Pearl S. Buck's "Christmas Day in the Morning."</p> <p>2. Analyze her use of the flashback as a narrative structure.</p> <p>3. Compose their own short stories employing the technique of the flashback.</p> <p>4. Write sentences using the vocabulary words, each sentence beginning with a different word.</p> <p>5. Complete vocabulary lesson.</p>	<p>**"Christmas Day in the Morning"</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.1</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p>	<p>1. Draft of short story.</p>

			1.1, 1.2, 1.3,1.4, 1.5 <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.1, 2.3	
Week Fourteen	<b>*Creative Writing</b> <b>*Vocabulary</b> <b>Students:</b> 1.Revise drafts of stories. 2.Peer edit stories. 3.Write sentences using the vocabulary words, each beginning with nouns, pronouns, prepositions and adjectives. 4. Complete vocabulary lesson.	*Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.2, 1.3,1.4, 1.5 <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.1	1.Final draft of flashback story. 2.Vocabulary sentences and exam.
Week Fifteen	<b>*Poetry: Apostrophe, Personification and Simile</b> <b>*Vocabulary</b> <b>Students:</b> 1.Read, analyze and discuss poem. 2.Compose own poems featuring personification, apostrophe and simile. 3. Either compose sentences using the vocabulary words OR use at least five of the vocabulary	**“Apostrophe to Man”	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6	1.Draft of poem. 2.Vocabulary sentences and exam.



	words in draft of poem. 4. Complete vocabulary lesson.		<b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6, 1.7 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3	
Week Sixteen	<b>*The Pearl</b> <b>*Vocabulary Students:</b> 1. Learn about John Steinbeck and pearl diving. 2. Learn about colonialism of Mexico. 3. Research topics relevant to Steinbeck's <i>The Pearl</i> , such as Mexican history, colonialism, pearl diving, native cultures, rights of native people under a European ruling class. 4. Read Chapters One and Two. 5. Listen to "If I Had a Million Dollars" and discuss its relevance to <i>The Pearl</i> . 6. Analyze and discuss first two chapters of <i>The Pearl</i> , finding quotes to support their ideas. 7. Listen to "To Have and Not To Hold" and discuss its relevance to <i>The Pearl</i> . 8. Write a paragraph using the vocabulary words that hypothesizes what they would do	<b>*The Pearl</b> Vocabulary *Internet *PowerPoint *"If I Had a Million Dollars" *"To Have and Not To Hold"	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6, 1.7 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.3	1. Vocabulary paragraph and exam. 2. PowerPoint presentations on Mexico, pearl diving, Steinbeck, colonialism and native cultures of Mexico.

	if they had a million dollars. 9. Complete vocabulary lesson.			
Week Seventeen	<b>*The Pearl</b> <b>*Vocabulary Students:</b> 1.Read Chapters Three, Four and Five of <i>The Pearl</i> . 2.Listen to “Angry” and discuss its relevance to <i>The Pearl</i> . 3.Analyze and discuss final three chapters of <i>The Pearl</i> , finding quotes to substantiate their claims. 4. Complete vocabulary lesson.	<b>*The Pearl</b> <b>*Vocabulary</b> <b>**“Angry”</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6, 1.7 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.3, 2.4	1.Advertisement and exam using vocabulary words.
Week Eighteen	<b>*The Pearl</b> <b>*Vocabulary Students:</b> 1.Discuss and analyze symbolism, tone, mood and theme of <i>The Pearl</i> , finding quotes to substantiate their claims. 2.Write in-class paragraph on <i>The Pearl</i> — A.What does the pearl symbolize? B.How does Kino’s life change as a	<b>*The Pearl</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications</b>	1.In-class paragraph on <i>The Pearl</i> . 2.Vocabulary exam.

	<p>result of the pearl? C.What message does Steinbeck want to get across to the reader? D.Is Kino right to insist on the fair market value for the pearl or should he have settled for what the pearl buyers offered? 3.Complete vocabulary lesson.</p>		<p><b>(Genres and Their Characteristics)</b> 2.2, 2.4</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	
Week Nineteen	<p><b>*The Pearl</b> <b>*Vocabulary Students:</b> 1.Revise in-class paragraphs. 2.Peer edit paragraphs. 3.Complete vocabulary lesson.</p>	<p><i>*The Pearl</i> *Vocabulary</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.4</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	<p>1.Final draft of in-class paragraph on <i>The Pearl</i>. 2.Vocabulary exam.</p>
Week Twenty	<p><b>*Grammar: Verbs, Adverbs, Prepositions, Conjunctions and</b></p>	<p>*Grammar book *Vocabulary</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p>	<p>1.Vocabulary sentences and exam. 2.Quiz on action and linking verbs.</p>

	<b>Interjections</b> <b>*Vocabulary</b> <b>Students:</b> 1.Learn linking verbs. 2.Learn action verbs. 3.Learn transitive and intransitive verbs. 4.Learn verb phrases. 5.Differentiate between helping verbs and linking verbs. 6.Compose vocabulary sentences using action and linking verbs, labeling each verb appropriately. 7.Complete vocabulary lesson.		1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5	
Week Twenty-One	<b>*Grammar: Verbs, Adverbs, Prepositions, Conjunctions and Interjections</b> <b>*Vocabulary</b> <b>Students:</b> 1.Learn adverbs. 2.Review prepositions. 3.Differentiate between adverb and prepositions. 4.Learn conjunctions and interjections 5.Compose sentences using the vocabulary words, half beginning with adverbs, half beginning with prepositions. 6.Complete vocabulary lesson.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5	1.Vocabulary sentences and exam. 2.Quiz, adverbs versus prepositions.
Week Twenty-Two	<b>*Verbs, Adverbs, Prepositions, Conjunctions and Interjections</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review parts of speech.	*Grammar book *Any Nancy Drew Boys mystery novel *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	1.Vocabulary sentences and exam. 2.Exam on verbs, adverbs, prepositions, conjunctions and interjections.

	<p>2. Identify parts of speech in fiction.</p> <p>3. Write sentences with the vocabulary words, labeling the part of speech each sentence begins with, making sure no two words begin any of the sentences.</p> <p>4. Complete vocabulary lesson.</p>		<p>2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p>	
Week Twenty-Three	<p><b>*Poetry: Narrative poems</b></p> <p><b>Students:</b></p> <p>1. Analyze and discuss poem.</p> <p>2. Isolate the who, what, where, when and why in an article they've selected from the newspaper.</p> <p>3. Take their article and turn it into a narrative poem.</p> <p>4. Learn how to take an article from the news and isolate the relevant information into a bibliographical reference.</p> <p>5. Write a news article for an imaginary or real newspaper using the vocabulary words.</p> <p>6. Complete vocabulary lesson.</p>	<p><b>*"Paul Revere's Ride"</b></p> <p><b>*"O What Is That Sound?"</b></p> <p><b>*Any newspaper</b></p> <p><b>*Grammar book</b></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.3</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.4, 1.5, 1.6, 1.7</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.3</p>	<p>1. Draft of narrative poem.</p> <p>2. Draft of bibliography.</p> <p>3. Vocabulary article and exam.</p>
Week Twenty-Four	<p><b>*Poetry: Narrative poems</b></p> <p><b>*Animal Farm</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1. Revise and polish narrative poems.</p>	<p><b>*Internet</b></p> <p><b>*iPhoto</b></p> <p><b>*Magazines</b></p> <p><b>*Vocabulary book</b></p> <p><b>*Animal Farm</b></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on</b></p>	<p>1. Final narrative poem.</p> <p>2. Final bibliography.</p> <p>3. Collage.</p> <p>4. Vocabulary paragraph and exam.</p>

	<p>2. Peer edit and proofread their bibliographies.</p> <p>3. Create an accompanying collage, either by hand or with iPhoto that illustrates the subject matter of their narrative poems.</p> <p>3. Present their poems.</p> <p>4. Write a paragraph using the vocabulary words, focusing on tone—a light, silly gossipy tone or a dark but silly tone.</p> <p>5. Learn about George Orwell.</p> <p>6. Read, discuss and analyze Chapter One of <i>Animal Farm</i>.</p> <p>7. Complete vocabulary lesson.</p>		<p><b>Informational Materials)</b> 2.1, 2.2, 2.3, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	
Week Twenty-Five	<p><b>*Animal Farm</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Further analyze the rhetorical tools Old Major employs in his speech in Chapter One.</p> <p>2. Discuss use of fear, rhetorical questions, intentional repetition, simile, metaphor, alliteration and concrete description and their impact on the listener.</p> <p>3. Compare Old Major's use of the above strategies to Martin Luther King's use of the same in his "I Have a Dream" speech. Focus only on final few pages of MLK speech.</p> <p>4. Write their own</p>	<p><i>*Animal Farm</i></p> <p><i>*"I Have a Dream"</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.5</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking</b></p>	<p>1. Draft of persuasive essay.</p> <p>2. Vocabulary exam.</p>

	<p>persuasive speech, using the vocabulary words, employing the above rhetorical tools to help make their case.</p> <p>5. Read Chapters Two, Three and Four of <i>Animal Farm</i>.</p> <p>6. Analyze and discuss Chapters Two, Three and Four; focus on character analysis, symbolism, foreshadowing, importance of a questioning mind, and the nature of utopian visions.</p> <p>7. Complete vocabulary lesson.</p>		<p><b>Strategies</b> 1.4, 1.5, 1.6, 1.7, 1.8, 1.9</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3</p>	
Week Twenty-Six	<p><b>*Animal Farm</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Read Chapters Five – Ten of <i>Animal Farm</i>.</p> <p>2. Analyze and discuss Chapters Five – Ten of <i>Animal Farm</i>.</p> <p>3. Revise and peer edit persuasive essays.</p> <p>4. Complete Vocabulary lesson.</p>	<p><i>*Animal Farm</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.5</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6, 1.7, 1.8, 1.9</p> <p><b>2.0 Speaking Applications (Genres and Their</b></p>	<p>1. Final persuasive essay.</p> <p>2. Vocabulary exam.</p>

			<b>Characteristics)</b> 2.3	
Week Twenty-Seven	<p><b>*Animal Farm</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1. Discuss three types of irony in <i>Animal Farm</i>: Irony of situation, dramatic irony, and verbal irony, finding quotes to substantiate their claims.</p> <p>2. Discuss the reasons for the failure of the animals' utopian vision.</p> <p>3. Discuss how the pigs were able to gradually assume complete control over the other animals.</p> <p>4. Write an in-class essay responding to one of the following:</p> <p>A. Discuss any three animals on the farm, focusing on what it is about that character that enables him or her to succeed or fail on the farm.</p> <p>B. Discuss the three types of irony used in the novel.</p> <p>C. Why does Old Major's utopian vision fail?</p> <p>D. Discuss the methods the pigs use to assume total control over the other animals, making sure to explain the effect each strategy has over them.</p> <p>5. Complete vocabulary lesson.</p>	<p><i>*Animal Farm</i></p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.6, 2.7, 2.8</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.4</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral Language Conventions</b></p> <p>1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.4, 1.5, 1.6, 1.7</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.3</p>	<p>1. In-class essay on <i>Animal Farm</i>.</p> <p>2. Vocabulary exam.</p>
Week Twenty-Eight	<p><b>*Complete Animal Farm</b></p> <p><b>*Grammar:</b></p> <p><b>Complements</b></p>	<p><i>*Animal Farm</i></p> <p>*Grammar</p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p>	<p>1. Final draft of <i>Animal Farm</i> essay.</p> <p>2. Quiz on direct and indirect objects.</p>



	<b>*Vocabulary Students:</b> 1.Revise, proofread and peer edit essays. 2.Review action verbs versus linking verbs. 3.Learn direct objects. 4.Learn indirect objects. 5.Complete vocabulary lesson.		1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.4  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6, 1.7 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3	3.Vocabulary exam.
Week Twenty-Nine	<b>*Grammar: Complements</b> <b>*Vocabulary Students:</b> 1.Learn predicate adjectives. 2.Learn predicate nominatives. 3.Review all four types of complements 4.Write sentences using the vocabulary words, labeling each verb as either action or linking, identifying all complements. 5.Complete vocabulary lesson.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.4, 1.5, 1.6  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5	1.Quiz on predicate adjectives and predicate nominatives. 2.Vocabulary sentences and exam.
Week Thirty	<b>*Grammar: Complements</b> <b>*“Flowers for Algernon”</b>	*Grammar book * “Flowers for Algernon” *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	1.Exam, Complements 2.In-class paragraph on “Flowers for Algernon.”

	<p><b>*Vocabulary Students:</b></p> <ol style="list-style-type: none"> <li>1.Review complements.</li> <li>2.Read, analyze and discuss “Flowers for Algernon”— Would Charlie have been better off without the operation? Is someone like Charlie capable of giving informed consent?</li> <li>3.Write in-class paragraph on “Flowers for Algernon.”</li> <li>4.Complete vocabulary lesson.</li> </ol>		<p>1.1, 1.2, 1.3, 1.4, 1.5  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.2, 2.3, 2.4, 2.6, 2.7, 2.8  <b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.3, 1.4, 1.5, 1.6  <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  2.4</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral Language Conventions</b>  1.1, 1.4, 1.5</p> <p><b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b>  1.4, 1.5, 1.6  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  2.3</p>	3.Vocabulary exam.
Week Thirty-One	<p><b>*Complete “Flowers for Algernon”</b>  <b>*Poetry: Concrete Description</b>  <b>*Vocabulary Students:</b></p> <ol style="list-style-type: none"> <li>1.Revise, proofread and peer edit paragraphs.</li> <li>2.Listen to and read the Beatles’s “Eleanor Rigby.”</li> <li>3.Analyze and discuss the use of language in the poem, focusing on how the use of concrete description conveys the theme of loneliness.</li> <li>4.Choose a topic such as anxiety, exhilaration,</li> </ol>	<p>*“Flowers for Algernon”  *“Eleanor Rigby”  *Vocabulary book</p>	<p><b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  1.1, 1.2, 1.3, 1.4, 1.5  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.2, 2.3, 2.4, 2.6, 2.7, 2.8  <b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.3, 1.4, 1.5, 1.6  <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  2.4</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral</b></p>	<ol style="list-style-type: none"> <li>1.Final “Flowers for Algernon” paragraph.</li> <li>2.Draft of “Eleanor Rigby” poem.</li> <li>3.Vocabulary exam.</li> </ol>

	depression, etc. and compose a poem that illustrates that theme through the use of concrete description. 5.Complete vocabulary lesson.		<b>Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3	
Week Thirty-Two	<b>*Poetry: Concrete Description</b> <b>*PowerPoint</b> <b>*Vocabulary</b> <b>Students:</b> 1.Revise “Eleanor Rigby” poem. 2.Create a Power Point presentation that illustrates your poem. 3.Complete vocabulary lesson.	<b>*“Eleanor Rigby”</b> <b>*PowerPoint</b> <b>*Internet</b> <b>*iPhoto</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3, 1.4, 1.5 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.6, 2.7, 2.8 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.4  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions</b> 1.1, 1.4, 1.5 <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.3	1.Final “Eleanor Rigby” poem. 2.PowerPoint presentation. 3.Vocabulary exam.

### 7th Grade

Timeframe	Description of Lessons	Curricular Materials	Standards/Learning Outcomes	Assessments
Week One	<b>* Short Story Unit—Elements of Fiction</b> <b>*Vocabulary</b> <b>Students:</b>	<b>*“The Cask of Amontillado”</b> <b>*“The Most Dangerous Game”</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	1.In-class paragraph. 2.Vocabulary exam.

	<p>1.Read, analyze and discuss “The Cask of Amontillado” and “The Most Dangerous Game,” focusing on how the setting furthers the plot, characterization and symbolism.</p> <p>2.Find quotes to substantiate their findings.</p> <p>3.Compose an in-class paragraph on how choice of setting and mood reflect characterization in either “The Cask of Amontillado” or “The Most Dangerous Game.”</p> <p>4.Complete vocabulary lesson.</p>	*Vocabulary	<p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2, 1.3, 1.6, 1.7</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2, 2.5</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.4, 1.6</p>	
Week Two	<p><b>* Short Story Unit—Elements of Fiction</b></p> <p><b>*Vocabulary Students:</b></p> <p>1.Read, analyze and discuss “The Secret Life of Walter Mitty” and “Charles,” focusing on the use of foreshadowing and irony.</p> <p>2.Find quotes to substantiate their findings.</p> <p>3.Compose an in-class paragraph discussing the reasons Walter Mitty relies on his internal life or how the use of foreshadowing enables the reader to see Laurie and Charles are one and the same.</p> <p>4.Complete vocabulary lesson.</p>	<p>**“The Secret Life of Walter Mitty”</p> <p>*Charles”</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2, 1.3, 1.6, 1.7</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2, 2.5</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.4, 1.6</p>	<p>1.In-class paragraph.</p> <p>2.Vocabulary exam.</p>
Week Three	<b>* Short Story</b>	**“The Cask of	<b>Reading</b>	1.Final paragraph.

	<b>Unit—Elements of Fiction</b> <b>*Grammar: Subject and Predicate</b> <b>*Vocabulary Students:</b> 1.Revise, polish and proofread either of their first two paragraphs. 2.Review simple subject and predicate, including simple and compound subjects and predicates. 3.Complete vocabulary lesson.	Amontillado” *“The Most Dangerous Game” *“The Secret Life of Walter Mitty” *Charles” *Grammar book *Vocabulary	<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.5  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.3, 1.4, 1.6	2.Vocabulary lesson.
Week Four	<b>*Grammar: Subject and Predicate</b> <b>*Vocabulary Students:</b> 1.Review complete subject and predicate. 2.Review types of sentences: Declarative, imperative, interrogative, and exclamatory. 3.Compose a letter to the editor, responding to any article in the newspaper, using the vocabulary words. 4.Complete vocabulary lesson.	*Grammar book *Vocabulary *Any newspaper.	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.3, 2.5  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7	1.Exam on subject and predicate. 2.Vocabulary letter. 3.Vocabulary exam.

			<b>1.0 Listening and Speaking Strategies</b> 1.8	
Week Five	<b>*Poetry:</b> <b>Narrative Poetry</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review definition of narrative poetry. 2.Read, analyze and discuss "The Raven." 3.Scrutinize the poem for intentional repetition, consonance, assonance, slant rhyme, internal rhyme, simile, metaphor, alliteration and use of concrete description. 4.Choose a topic from 20 <sup>th</sup> century American history, with parental approval, as a subject for his or her own narrative poem. 5.Compose their own narrative poems on historical event using the poetic techniques specified above. 6.Design a bumper sticker using at least one of the vocabulary words. 7.Complete vocabulary lesson.	*"The Raven" *Internet *Library	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.3, 1.4, 1.5, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7	1.Bumper sticker. 2.Vocabulary exam.
Week Six	<b>*Poetry:</b> <b>Narrative Poetry</b> <b>*Vocabulary</b> <b>Students:</b> 1.Write bibliographies citing their references for their research topics. 2.Compose drafts of their narrative poems. 3.Create collages	*Internet *Photoshop *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b>	1.Bibliographies. 2.Draft of narrative poems. 3.Vocabulary exam.

	using Photoshop illustrating their poems. 4.Complete vocabulary lesson.		3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.3, 1.4, 1.5, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.3	
Week Seven	<b>*Poetry:</b> <b>Narrative Poetry</b> <b>*Of Mice and Men</b> <b>*Vocabulary Students:</b> 1.Revise, polish and proofread narrative poems. 2.Complete collages. 3.Read "To a Mouse." 4.Analyze and discuss poem. 5.Research, in groups, the following: John Steinbeck, geography of the Salinas valley, Woody Guthrie, the Great Depression, Dust Bowl, and the lives of migrant workers in the 1930's. 6.Write about a time, either real or imagined, when something went awry, using the	<b>*"To a Mouse"</b> <b>*Of Mice and Men</b> <b>*Internet</b> <b>*PowerPoint</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2, 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7	1.Final draft of narrative poem. 2.Collage illustrating narrative poem. 3.Vocabulary paragraph. 4.Vocabulary exam.

	vocabulary words.			
Week Eight	<p><b>*Of Mice and Men</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1. Discuss the importance of the American Dream—its symbolic representation and emotional value.</p> <p>2. Read Chapters One and Two of <i>Of Mice and Men</i>.</p> <p>3. Discuss notion of the tragic flaw—what are George and Lennie's tragic flaws?</p> <p>4. Discuss the role the American Dream plays in their lives.</p> <p>5. Discuss elements of symbolism, foreshadowing, setting and character.</p> <p>6. Complete vocabulary lesson.</p>	<p><i>*Of Mice and Men</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.3, 1.4, 1.5, 1.6, 1.7</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.1, 2.3</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.4, 1.6, 1.7</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.2, 2.3</p>	<p>1. Group presentations.</p> <p>2. Vocabulary exam.</p>
Week Nine	<p><b>*Of Mice and Men</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1. Read Chapters Three – Six of <i>Of Mice and Men</i>.</p> <p>2. Discuss themes of humans as animals,</p>	<p><i>*Of Mice and Men</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational</b></p>	<p>1. Group presentations on theme.</p> <p>2. Vocabulary exam.</p>



	loneliness, dreams, the static nature of the environment, and sacrifice, our obligation to others, etc. 3.In groups, find quotes that substantiate the above themes. 4.Complete vocabulary lesson.		<b>Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.3, 1.4, 1.5, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7  <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.3	
Week Ten	<b>*Of Mice and Men</b> <b>*Vocabulary</b> <b>Students:</b> 1.Read Chapter Six of <i>Of Mice and Men</i> . 2.Discuss the following: A.Is Lennie cognizant that he has done something wrong? B.Is George doing the right thing by shooting Lennie? C.What would have happened to Lennie had George not killed him?	<i>*Of Mice and Men</i> *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications</b>	1.In-class essay on <i>Of Mice and Men</i> . 2.Vocabulary exam.

	<p>3. Write a defense of either Lennie or George in an in-class essay that features at least two body paragraphs and six quotes from the novel.</p> <p>4. Complete vocabulary lesson.</p>		<p><b>(Genres and Their Characteristics)</b> 2.2</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7</p> <p><b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2, 1.3</p>	
Week Eleven	<p><b>*Of Mice and Men</b> <b>*Vocabulary</b> <b>Students:</b> 1. Conference with teacher regarding essays. 2. Write alternative endings to the novella, ½ the class responding each of the following prompts: A. What would happen if George didn't shoot Lennie? B. What happens to George after shooting Lennie? 3. Complete vocabulary exam.</p>	<p><i>*Of Mice and Men</i> *Vocabulary</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7</p> <p><b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2, 1.3</p>	<p>1. Final draft of <i>Of Mice and Men</i> essay. 2. Alternative ending to <i>Of Mice and Men</i>. 3. Vocabulary exam.</p>
Week Twelve	<p><b>*Of Mice and Men</b> <b>Grammar: The Parts of Speech</b> <b>*Vocabulary</b></p>	<p><i>*Of Mice and Men</i> *Grammar book *Vocabulary</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary</b></p>	<p>1. Found poem on <i>Of Mice and Men</i>. 2. Quiz on nouns, pronouns and</p>

	<b>Students:</b> 1. Learn how to write a found poem. 2. Compose a found poem based on either a character, symbol or theme from <i>Of Mice and Men</i> . 3. Review nouns, pronouns and adjectives. 4. Complete vocabulary lesson.		<b>Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.3, 1.4, 1.6, 1.7  <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2, 1.3	adjectives. 3. Vocabulary exam.
Week Thirteen	<b>*Grammar: The Parts of Speech</b> <b>*Vocabulary</b> <b>Students:</b> 1. Review verbs, adverbs and prepositions. 2. Review conjunctions and interjections 3. Write copy for advertisement for a product, either real or imagined, using the vocabulary words.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language</b>	1. Vocabulary paper. 2. Vocabulary exam.

			<b>Conventions</b> 1.1, 1.3, 1.4, 1.6, 1.7  <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.4	
Week Fourteen	<b>*Grammar: The Parts of Speech</b> <b>*Romeo and Juliet</b> <b>*Vocabulary Students:</b> 1.Learn about rules of marriage, gender roles and life in 17 <sup>th</sup> Century Verona. 2.Read and act out Act One. 3.Write an advice letter to Romeo, using the vocabulary words, emulating Shakespeare's language.	*Grammar book <i>*Romeo and Juliet</i> *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7	1.Test on the Parts of Speech. 2.Letter to Romeo. 3.Vocabulary exam.
Week Fifteen	<b>*Romeo and Juliet</b> <b>*Vocabulary Students:</b> 1.Read and act out Act Two. 2.Discuss conflict between parents' and your expectations of the "perfect" boyfriend or girlfriend 3.Work with figurative language	<i>*Romeo and Juliet</i> *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3	1.In-class paragraph. 2.Vocabulary exam.

	<p>with the balcony scene.</p> <p>4. In groups, with an assigned line, decide how best to pantomime the line.</p> <p>5. Act out the lines while the rest of the class attempts to guess which famous line it is.</p> <p>6. Write a character analysis paragraph on any of the main characters in-class.</p> <p>7. Complete vocabulary lesson.</p>		<p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7</p>	
Week Sixteen	<p><b>*Romeo and Juliet</b></p> <p><b>*Vocabulary Students:</b></p> <p>1. Discuss themes revealed thus far: Family rivalry, filial obligation, hate, different types of love, and fate.</p> <p>2. Discuss foreshadowing and symbolism.</p> <p>3. In groups, find quotes that support theme, foreshadowing or symbolism.</p> <p>4. Read and act out Act Four.</p> <p>5. Write a diary entry from Juliet's perspective, using the vocabulary words.</p> <p>6. Complete vocabulary lesson.</p>	<p><i>*Romeo and Juliet</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b> 1.1, 1.4, 1.5, 1.6</p> <p><b>2.0 Speaking Applications (Genres and Their</b></p>	<p>1. Group presentations.</p> <p>2. Diary entry from Juliet.</p> <p>3. Vocabulary exam.</p>

			Characteristics) 2.1	
Week Seventeen	<b>*Romeo and Juliet</b> <b>*Vocabulary</b> <b>Students:</b> 1.Continue to find quotes substantiating last week's group work. 2.Discuss expectations of women/gender roles in 17 <sup>th</sup> Century Verona. 3.Find quotes from play that substantiate their claims. 4.Discuss Juliet's situation and her options. 5.Read and act out Act Five. 6.Write about a time, real or imagined, in which obeying one's parents posed a conflict between one's internal code of conduct, using the vocabulary words.	<i>*Romeo and Juliet</i> <i>*Vocabulary</i>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7  <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.4, 1.5, 1.6 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.1	1.Group presentations on theme, foreshadowing, and symbolism. 2.Vocabulary paper. 3.Vocabulary exam.
Week Eighteen	<b>*Romeo and Juliet</b> <b>*Vocabulary</b> <b>Students:</b> 1.Bring in music that reflects themes in <i>Romeo and Juliet</i> . Print out lyrics and explain correlation between play and song. 2.In pairs, bring in five objects that	<i>*Romeo and Juliet</i> <i>*Vocabulary</i>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5	1.Group presentations.

	<p>symbolize any character from <i>Romeo and Juliet</i>.</p> <p>3.Share objects and how they represent character.</p> <p>4.Discuss if the ending is the result of fate or poor luck.</p> <p>5.In groups, create a newspaper featuring articles relevant to the play: news updates, decrees, announcements, advice columns, invitations, advertisements, recipes, obituaries.</p> <p>6.Complete vocabulary lesson.</p>		<p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.2, 1.3, 1.4, 1.6, 1.7  <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  2.1</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral English Language Conventions</b>  1.1, 1.4, 1.6, 1.7</p> <p><b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b>  1.1, 1.4, 1.5, 1.6  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  2.1</p>	
Week Nineteen	<p><b>*<i>Romeo and Juliet</i></b>  <b>*Vocabulary Students:</b>  1.Work on newspaper.  2.Write in-class essay on either of the following topics:  A. Discuss the different types of love in <i>Romeo and Juliet</i>.  B.Decide whether fate or simple bad luck is responsible for Romeo and Juliet's deaths.  3.Complete vocabulary lesson.</p>	<p><i>*Romeo and Juliet</i>  *Vocabulary</p>	<p><b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  1.1, 1.2, 1.3  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.2, 1.3, 1.4, 1.6, 1.7  <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  2.1, 2.2</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral English Language Conventions</b>  1.1, 1.4, 1.6, 1.7</p>	<p>1.In-class essay.  2.Vocabulary exam.</p>

			<b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.1	
Week Twenty	<b>*Romeo and Juliet</b> <b>*Vocabulary Students:</b> 1.Revise, polish and proofread final essay on <i>Romeo and Juliet</i> . 2.Complete vocabulary lesson.	<i>*Romeo and Juliet</i> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.4, 1.6, 1.7  <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.1	1.Group newspaper. 2.Final essay. 3.Vocabulary exam.
Week Twenty-One	<b>*Grammar: Complements Vocabulary Students:</b> 1.Review action verbs and linking verbs. 2.Review direct and indirect objects. 3.Review predicate adjectives and predicate nominatives. 4.Complete	<i>*Grammar book</i> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>Written and Oral English Language Conventions</b>	1.Vocabulary exam.



	vocabulary lesson.		<b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7	
Week Twenty-Two	<b>*Grammar:</b> <b>*Complements Vocabulary</b> <b>*Short Story Unit Students:</b> 1.Review all complements. 2.Read, analyze and discuss short stories. 3.Discuss authors' portrayals of life in the future—positive and negative aspects. 4.Discuss root of children's cruelty to Margot in "All Summer in a Day." 5.Write an in-class paragraph responding to either of the two issues listed above. 6.Complete vocabulary lesson.	*Grammar book *"All Summer in a Day" *Tomorrow and Tomorrow and Tomorrow" *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.5  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.3, 1.4, 1.6	1.Exam on complements 2.In-class paragraph. 3.Vocabulary exam.
Week Twenty-Three	<b>*Grammar: The Phrase</b> <b>*Vocabulary Students:</b> 1.Review the prepositional phrase. 2.Learn to differentiate between adjective and adverb phrases. 3.Learn participles and participial phrases. 4.Learn gerunds and gerund phrases. 5.Write a paragraph using the vocabulary words, every sentence	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7	1.Quiz on gerunds versus participles. 2.Vocabulary paper. 3.Vocabulary exam.

	beginning with a labeled participle or gerund. 6.Complete vocabulary lesson.			
Week Twenty-Four	<b>*Grammar: The Phrase</b> <b>*Vocabulary Students:</b> 1.Learn infinitives and infinitive phrases. 2.Learn appositives and appositive phrases. 3.Review all different phrases. 4.Write sentences using the vocabulary words, each featuring a labeled phrase. 5.Complete vocabulary lesson.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  <b>Writing</b>  <b>1.0 Writing Strategies</b> 1.6, 1.7  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7	1.Vocabulary paper. 2.Vocabulary exam.
Week Twenty-Five	<b>*Grammar: The Phrase</b> <b>*Poetry: Figurative Language</b> <b>*Vocabulary Students:</b> 1.Review all phrases. 2.Read, analyze and discuss poem. 3.Write poems relying on extended metaphor or simile to convey their theme. 4.Complete vocabulary lesson.	*Grammar book **"Mother to Son" **"The Writer" *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5  <b>Writing</b>  <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6, 1.7 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral</b>	1.Exam on the phrase. 2.Vocabulary exam. 3.Draft of extended metaphor poem.

			<b>English Language Conventions</b> 1.1, 1.6, 1.7	
Week Twenty-Six	<p><b>*The Adventures of Tom Sawyer</b></p> <p><b>*Vocabulary Students:</b></p> <ol style="list-style-type: none"> <li>1.Revise and polish extended metaphor poem.</li> <li>2.Learn about Mark Twain.</li> <li>3.Learn about the historical and cultural background of the novel.</li> <li>4.Read Chapters 1 – 8 of <i>The Adventures of Tom Sawyer</i>.</li> <li>4.Discuss the following, finding quotes from the book to substantiate their findings:               <ol style="list-style-type: none"> <li>A.How does Tom manipulate his peers?</li> <li>B.Does Tom's manipulation of those around him make him an unethical person?</li> <li>C.Contrast Aunt Polly's character to Tom's.</li> <li>D.What is the significance of the closing line in Chapter Four?</li> <li>E.What characterizes Huck? What is the source of his appeal to Tom?</li> <li>F.What mistake does Tom make with Becky?</li> </ol> </li> <li>5.Pretend they are in Aunt Polly's shoes. In a paragraph, using the vocabulary words, give her strategies for</li> </ol>	<p><i>*The Adventures of Tom Sawyer</i></p> <p><b>*Vocabulary</b></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6, 1.7</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.6, 1.7</p>	<ol style="list-style-type: none"> <li>1.Final extended metaphor poem.</li> <li>2.Vocabulary paper.</li> <li>3.Vocabulary exam.</li> </ol>

	handling her nephew. 6.Complete vocabulary lesson.			
Week Twenty-Seven	<p><b>*The Adventures of Tom Sawyer</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1.Read Chapters 9 – 14.</p> <p>2. Discuss the following, finding quotes from the book to substantiate their findings:</p> <p>A.Contrast how each boy reacts to the graveyard and the events they see there.</p> <p>B.Which boy handles the situation with greater maturity?</p> <p>C.How has Tom's character changed from the beginning of the novel?</p> <p>3.In groups, trace the development of theme, symbolism, foreshadowing and character development in groups.</p> <p>4. Complete Vocabulary lesson.</p>	<p><i>*The Adventures of Tom Sawyer</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.6, 1.7</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p>1.1, 1.4, 1.5, 1.6, 1.7</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.1</p>	<p>1.Group presentations.</p> <p>2.Vocabulary exam.</p>
Week Twenty-Eight	<p><b>*The Adventures of Tom Sawyer</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1.Read Chapters 15 – 21 of <i>The Adventures of Tom Sawyer</i>.</p> <p>2. Discuss the following, finding</p>	<p><i>*The Adventures of Tom Sawyer</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p>	<p>1.In-class paragraph.</p> <p>2.Vocabulary exam.</p>

	<p>quotes from the book to substantiate their findings:</p> <p>A.What is the significance of the closing line in Chapter 17?</p> <p>B.How have the characters evolved thus far?</p> <p>C.Is Tom wrong to have made his Aunt think he died?</p> <p>D.Is the prank the boys play on their school master wrong?</p> <p>3.Write an in-class paragraph analyzing or contrasting Tom or Huck.</p> <p>4.Complete vocabulary lesson.</p>		<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.6, 1.7</p>	
Week Twenty-Nine	<p><b>*The Adventures of Tom Sawyer</b></p> <p><b>*Vocabulary Students:</b></p> <p>1.Read Chapters 22 – 28 of <i>The Adventures of Tom Sawyer</i>.</p> <p>2. Discuss the following, finding quotes from the book to substantiate their findings:</p> <p>A.Why does Tom think the storm in Chapter 22 is for him?</p> <p>B.Why do Tom and Huck bring treats to Muff? Is this sufficient redemption?</p> <p>C.How have Tom's interactions with Becky and Aunt Polly changed? What does this signify?</p> <p>3.Learn the concept of the motif.</p>	<p><i>*The Adventures of Tom Sawyer</i></p> <p>*PowerPoint</p> <p>*Vocabulary</p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.6, 1.7</p>	<p>1.Vocabulary exam.</p> <p>2.Group presentations.</p>

	<p>4.In groups, find quotes that develop the following motifs throughout the novel, illustrating them with PowerPoint: Crime, trading as a form of economy, the circus as escape, and acts of bravado.</p> <p>5.Learn that motifs create character continuity.</p> <p>6.Complete vocabulary lesson.</p>		<p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b> 1.1, 1.4, 1.5, 1.6, 1.7</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.1</p>	
Week Thirty	<p><b>*The Adventures of Tom Sawyer</b></p> <p><b>*Vocabulary Students:</b></p> <p>1.Read Chapters 29 – 35 of <i>The Adventures of Tom Sawyer</i>.</p> <p>2. Discuss the following, finding quotes from the book to substantiate their findings:</p> <p>A.Character of Injun Joe; is it a stereotype or does it matter?</p> <p>B.Do Tom and Becky handle their plight well?</p> <p>C.Why doesn't Injun Joe chase Tom?</p> <p>D.Does Injun Joe deserve his fate?</p> <p>E.What role does the widow play?</p> <p>3.Learn about the history of censorship surround <i>The Adventures of Tom Sawyer</i>.</p> <p>4.Discuss the reasons for attempts to ban the book: language, racism,</p>	<p><i>*The Adventures of Tom Sawyer</i></p> <p><b>*Vocabulary</b></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b> 1.1, 1.2</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.6, 1.7</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2, 1.3</p>	1.Vocabulary exam.

	<p>stereotypes, informal grammar, portrayal of young people, conflicts with authority figures, etc.</p> <p>4. Write a letter to the school board, featuring at least three body paragraphs with a minimum of three quotes each, that addresses concerns they might have about the merits of <i>Tom Sawyer</i>.</p> <p>5. Complete vocabulary lesson.</p>			
Week Thirty-One	<p><b>*The Adventures of Tom Sawyer</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1. Complete letter/essay.</p> <p>2. Complete vocabulary lesson.</p>	<p><i>*The Adventures of Tom Sawyer</i></p> <p><i>*Vocabulary</i></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.1, 3.2, 3.3, 3.4, 3.5</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.2</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.6, 1.7</p> <p><b>Listening and Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p>	<p>1. <i>The Adventures of Tom Sawyer</i> letter/essay.</p> <p>2. Vocabulary exam.</p>

			1.1, 1.2, 1.3	
Week Thirty-Two	<b>*Grammar: Usage</b> <b>*Vocabulary Students:</b> 1.Learn commonly confused words. 2.Differentiate between commonly misused words in both practice and usage. 3.Complete vocabulary lesson.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.6, 1.7	1.Exam on usage. 2.Vocabulary exam.

### 8<sup>th</sup> Grade

Timeframe	Description of Lessons	Curricular Materials	Standards/Learning Outcomes	Assessments
Week One	<b>*To Kill a Mockingbird</b> <b>*Vocabulary Students:</b> 1.Learn about the Great Depression, the Dust Bowl, the Scottsboro Trials and Harper Lee. 2.Find and share 10 facts about any of the above—Depression era Boggle of sorts. 3.Read Part One of <i>To Kill a Mockingbird</i> . 4.Analyze and discuss, in groups, the following, finding quotes to substantiate their claims: A.Theme of the Outsider B.Theme of Appearances deceive C.Race relations D.Education in and out of school E. Values 4.Compose an in-class paragraph responding to	*To Kill a Mockingbird *Vocabulary *Internet	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language</b>	1.Group presentations on topics assigned from Part One of <i>To Kill a Mockingbird</i> . 2.In-class paragraph on <i>To Kill a Mockingbird</i> . 3.Personal ad using the vocabulary words. 4.Vocabulary exam.



	<p>one of the above concepts.</p> <p>5.Compose a one-page personal ad using the vocabulary words.</p> <p>6.Complete vocabulary lesson.</p>		<p><b>Conventions</b>  <b>1.0 Written and Oral English Language Conventions</b>  1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  2.2</p>	
Week Two	<p><b>*To Kill a Mockingbird</b>  <b>*Vocabulary Students:</b>  1.Read Chapters 12 – 15 of <i>To Kill a Mockingbird</i>.  2.Analyze and discuss the reading, focusing on the intimidation Atticus and his family faces as a result of his defense of Tom Robinson.  3.Learn about the ever present threat of lynching in the earlier part of the 20<sup>th</sup> century.  4.Understand that, had Atticus not protected Tom at the jail, he would have been lynched by the mob.  5.Play Billie Holiday's "Strange Fruit" and Bob Dylan's "Death of Emmett Till" while students read the lyrics.  6.Compare the songs' structures—metaphorical versus narrative, general versus specific, etc.  7.In-class paragraph on one of following topics:  A.Compare "Strange Fruit" to "Death of Emmett Till"; which is a more effective song of social protest?  B.Choose a song that protests a social issue. Discuss music as a form of social protest, quoting at least three times from the song.  8.Write a letter of apology, either sincere or false, using the vocabulary words.  9.Complete vocabulary</p>	<p><i>*To Kill a Mockingbird</i>  **"Strange Fruit"  **"Death of Emmett Till"  *Vocabulary</p>	<p><b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  1.1, 1.2, 1.3  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  2.2, 2.3, 2.4, 2.7  <b>3.0 Literary Response and Analysis</b>  3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p><b>Writing</b>  <b>1.0 Writing Strategies</b>  1.1, 1.3, 1.6  <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  2.1, 2.2</p> <p><b>Written and Oral English Language Conventions</b>  <b>1.0 Written and Oral English Language Conventions</b>  1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  2.2</p>	<p>1.In-class paragraph on music as a form of social protest.  2.Letter using the vocabulary words.  3.Vocabulary exam.</p>

	lesson.			
Week Three	<p><b>*To Kill a Mockingbird</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1.Read Chapters 16 – 21 or <i>To Kill a Mockingbird</i>.</p> <p>2.Analyze and discuss reading, focusing on the following:</p> <p>A.Symbolism of the title—who/what are the mockingbirds in the novel?</p> <p>B.Why is Dolphus Raymond able to live with a black woman without repercussions?</p> <p>C.Can Mayella Ewell be forgiven for her false allegation of rape?</p> <p>3.In-class paragraph focusing on whether or not Mayella Ewell can be forgiven for her crime.</p> <p>4.Letter of condemnation using the vocabulary words.</p> <p>5.Complete vocabulary lesson.</p>	<p><i>*To Kill a Mockingbird</i></p> <p><b>*Vocabulary</b></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.7</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.3, 1.6</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>2.1, 2.2</p> <p><b>Written and Oral English Language Conventions</b></p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>Listening and Speaking</b></p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>2.2</p>	<p>1.In-class paragraph on whether or not Mayella Ewell can be forgiven for her crime.</p> <p>2.Letter of condemnation using the vocabulary words.</p> <p>3.Vocabulary exam.</p>
Week Four	<p><b>*To Kill a Mockingbird</b></p> <p><b>*Vocabulary</b></p> <p><b>Students:</b></p> <p>1.Read Chapters 22 – 31 of <i>To Kill a Mockingbird</i>.</p> <p>2.Analyze and discuss main themes in the novel.</p> <p>3.In groups, develop a theme, finding quotes that span the entire novel and then present to the class.</p> <p>4.Write copy for a product of your own design, using the vocabulary words.</p> <p>5.Complete vocabulary lesson.</p>	<p><i>*To Kill a Mockingbird</i></p> <p><b>*Vocabulary</b></p>	<p><b>Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1, 1.2, 1.3</p> <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.2, 2.3, 2.4, 2.7</p> <p><b>3.0 Literary Response and Analysis</b></p> <p>3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p><b>Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.1, 1.3, 1.6</p>	<p>1.Group presentations on theme in <i>To Kill a Mockingbird</i>.</p> <p>2.Vocabulary advertisement.</p> <p>3.Vocabulary exam.</p>

			<b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.3, 1.4, 1.5, 1.6, 1.7 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	
Week Five	<b>*To Kill a Mockingbird</b> <b>*Vocabulary Students:</b> 1.Review structure of a five-paragraph essay. 2.Choose a topic from among the following for an essay on <i>To Kill a Mockingbird</i> . A.Discuss the mockingbirds in the novel in two body paragraphs, and, in your third body paragraph, discuss a real life “mockingbird.” What should be done with the mockingbirds of the world? B.Discuss the theme of the appearances deceive. C.Choose any three characters, focusing on how they impact Scout and Jem’s development. 3.Complete essay planning sheet. 4.Work on essay. 5.Write a letter of reproach using the vocabulary words. 6.Complete vocabulary lesson.	<b>*To Kill a Mockingbird</b> <b>*Vocabulary</b> <b>*Essay planning sheet</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.Completed essay planning sheet. 2.Vocabulary letter. 3.Vocabulary exam.
Week Six	<b>*To Kill a Mockingbird</b> <b>*Vocabulary</b>	<b>*To Kill a Mockingbird</b>	<b>Reading</b> <b>1.0 Word Analysis,</b>	1.In-class essay on <i>To Kill a</i>

	<b>Students:</b> 1.Complete in-class essay on <i>To Kill a Mockingbird</i> . 2.Complete vocabulary lesson.	*Vocabulary	<b>Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	<i>Mockingbird</i> . 2.Vocabulary exam.
Week Seven	<b>*To Kill a Mockingbird</b> <b>*Vocabulary</b> <b>Students:</b> 1.Conference with teacher regarding in-class essay. 2.Revise, polish and proofread essay. 3.Complete vocabulary lesson.	<b>*To Kill a Mockingbird</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1, 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral</b>	1.Final draft of essay. 2.Vocabulary exam.

			<b>English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Week Eight	<b>*Poetry: The Sonnet</b> <b>*Vocabulary</b> <b>Students:</b> 1.Learn structure of Petrarchan and Shakespearian sonnets. 2.Learn iambic pentameter. 3.Read both classic and modern sonnets. 4.Compose their own sonnets, choosing as their focus one of the themes from <i>To Kill a Mockingbird</i> . 5.Complete vocabulary lesson.	<b>*"If We Must Die"</b> <b>*Sonnet 1 from <i>Renascence</i></b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7 <b>3.0 Literary Response and Analysis</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.Draft of sonnet. 2.Vocabulary quiz.
Week Nine	<b>*Grammar: Parts of the Sentence</b> <b>*Poetry: The Sonnet</b> <b>*Vocabulary</b> <b>Students:</b> 1.Revise and polish sonnets. 2.Review prepositional phrases. 3.Review subject and predicate. 4.Review four types of sentences: Declarative, imperative, exclamatory and interrogative. 5.Complete vocabulary lesson.	<b>*Grammar book</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7 <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b>	1.Revised sonnet. 2.Vocabulary exam.

			<b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Week Ten	<b>*Grammar: Parts of the Sentence</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review complements: Direct and indirect objects and predicate adjectives and nominatives. 2.Review grammar unit. 3.Write a creative paragraph using the vocabulary words on any topic. 4.Complete vocabulary lesson.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.2, 2.3, 2.4, 2.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.Exam on Parts of the Sentence. 2.Vocabulary paragraph. 3.Vocabulary exam.
Week Eleven	<b>*<i>Twelve Angry Men</i></b> <b>*Vocabulary</b> <b>Students:</b> 1.Read and act out <i>Twelve Angry Men</i> . 2.Write an opening or closing argument on a subject of their choosing using the vocabulary words. 3.Complete vocabulary lesson.	* <i>Twelve Angry Men</i> *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.3  <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.Opening or closing argument with vocabulary words. 2.Vocabulary exam.

			<b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.5	
Week Twelve	<b>*<i>Twelve Angry Men</i></b> <b>*Vocabulary</b> <b>Students:</b> 1. Analyze and discuss the merits of <i>Twelve Angry Men</i> : Does it deserve a slot in the curriculum? 2. Write a letter responding to above question, featuring a minimum of six quotes from the play. 3. Complete vocabulary lesson.	<i>*Twelve Angry Men</i> *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.4  <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.5	1. <i>Twelve Angry Men</i> letter. 2. Vocabulary exam.
Week Thirteen	<b>*“To Build a Fire”</b> <b>*Vocabulary</b> <b>Students:</b> 1. Analyze and discuss “To Build a Fire”: Is the man’s fate the result of bad luck or poor choices? 2. Write an in-class paragraph featuring at least three quotes that responds to above. 3. Complete vocabulary	*“To Build a Fire” *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b>	1. Paragraph on “To Build a Fire.” 2. Vocabulary lesson.

	lesson.		1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	
Week Fourteen	<b>*Creative Writing</b> <b>*Vocabulary</b> <b>Students:</b> 1.Read accounts of Everest ascent. 2.Notice use of concrete description and development of character. 3.Discuss influence of setting on plot and character choices. 4.Discuss various types of survival—mental and physical. 5.Compose their own 2 – 3 page survival story, incorporating the vocabulary words. 6.Complete vocabulary lesson.	*John Krakauer and Tenzing Norgay's accounts of climbing Mount Everest. *Vocabulary lesson	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.3  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1.Draft of survival story. 2.Vocabulary exam.
Week Fifteen	<b>*Creative Writing</b> <b>*Technology</b> <b>*Vocabulary</b>	*Internet *iPhoto *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and</b>	1.Final draft of survival story. 2.Vocabulary



	<b>Students:</b> 1.Revise, polish and peer edit stories, paying close attention to sentence structure, word choice and imagery. 2.Design a poster to complement their survival stories. 3.Complete vocabulary lesson.		<b>Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> 2.3  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	exam. 3.Poster.
Week Sixteen	<b>*Grammar: The Phrase</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review the prepositional phrase: Adjective and Adverb Phrases. 2.Review participles/participial phrases. 3.Review gerunds/gerund phrases. 4.Complete vocabulary lesson.	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3	1.Quiz on prepositional phrases. 2.Vocabulary quiz.
Week Seventeen	<b>*Grammar: The Phrase</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review infinitives/infinitive phrases. 2.Review appositives/appositive phrases. 3.Write a paragraph using the vocabulary words, each sentence beginning with a phrase, properly	*Grammar book *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b>	1.Quiz on gerunds versus participles. 2.Vocabulary paragraph. 3.Vocabulary quiz.

	labeled and identified. 4.Complete vocabulary lesson.		2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Week Eighteen	<b>*Grammar: The Phrase</b> <b>*Poetry: The Simile and Metaphor</b> <b>*Vocabulary Students:</b> 1.Review the phrase. 2.Listen to and read “A Dream Is Like a River.” 3.Discuss how the song takes one central simile and extends it throughout the entire song. 4.Compose own poem featuring an extended simile or metaphor. 5.Complete vocabulary lesson.	*Grammar book *Vocabulary * “A Dream Is Like a River”	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.1, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1.Test on the phrase. 2.Draft of sonnet. 3.Vocabulary quiz.
Week Nineteen	<b>*Poetry: The Simile and Metaphor</b> <b>*Vocabulary Students:</b> 1.Revise and polish extended metaphor sonnets. 2.Create a collage with iPhoto that illustrates their poems. 3.Complete vocabulary lesson.	*Vocabulary *Internet *iPhoto	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.1, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.6 <b>2.0 Writing Applications (Genres and Their</b>	1.Final sonnet. 2.Photoshopped collage illustrating theme of sonnet.

			<b>Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	
Week Twenty	<b>*Short Story Unit: Theme, Symbolism, Use of Language, Tone, Mood, Foreshadowing and Cultural and Historical Significance</b> <b>*Vocabulary Students:</b> 1. Discuss and analyze how an accomplished writer seamlessly integrates the above literary techniques into a polished piece of writing. 2. Write an in-class paragraph dissecting author's use of the above as it applies to any of the three specified short stories. 3. Select from an appropriate bank a story to study and teach to the class. 4. Complete vocabulary lesson.	<b>**"The Sniper"</b> <b>**"Marigolds"</b> <b>**"The Bet"</b> *Various short stories by authors such as F. Scott Fitzgerald, Oscar Wilde, William Trevor, Katherine Anne Porter, Jack London, Anton Chekhov, Hemingway, T.C. Boyle, Capote, etc. *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4 3.5, 3.6, 3.7  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1. In-class paragraph on either "The Sniper" or "Marigolds." 2. Vocabulary exam.
Week Twenty-One	<b>*Short Story Unit: Theme, Symbolism, Use of Language, Tone, Mood, Foreshadowing and Cultural and Historical Significance</b> <b>*Vocabulary Students:</b>	*Various short stories by authors such as F. Scott Fitzgerald, Oscar Wilde, William Trevor, Katherine Anne	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b>	1. Group presentations on author and his/her short story. 2. In-class paragraph on a classmate's presented story.

	<p>1. Select, in group of 2 – 3, a short story, briefly research the author, and closely scrutinize the story for its literary elements, paying special attention to how the use of language reinforces theme.</p> <p>2. Copy the story for peers to read.</p> <p>3. Organize and present an articulate lesson on selected story for the class.</p> <p>4. Choose one of their classmates' presentations/stories to compose a paragraph evaluating that story's literary merits.</p> <p>5. Complete vocabulary lesson.</p>	<p>Porter, Jack London, Anton Chekhov, Hemingway, T.C. Boyle, Capote, etc. *Vocabulary</p>	<p>3.2, 3.3, 3.4 3.5, 3.6, 3.7</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p><b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.1, 1.2, 1.5, 1.6, 1.7 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2, 2.3</p>	<p>3. Vocabulary exam.</p>
<p>Week Twenty-Two</p>	<p><b>*Hard Times</b> <b>*Vocabulary</b> <b>Students:</b> 1. Learn about Charles Dickens, the Industrial Revolution, and Victorian England. 2. In groups, research laws affecting child labor, marriage, divorce and education in Victorian England. 3. Read Part One of <i>Hard Times</i>. 4. Write a descriptive passage emulating Dickens's style using the vocabulary words. 5. Complete vocabulary lesson.</p>	<p><b>*Hard Times</b> *Internet *PowerPoint *Vocabulary</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Instructional Materials)</b> 2.2, 2.3, 2.6 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p><b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.3</p> <p><b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>	<p>1. PowerPoint presentation on group study of Victorian laws. 2. Vocabulary paper employing emulation of Dickens's style. 3. Vocabulary exam.</p>

			<b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 1.3, 1.5, 1.6, 1.7, 1.9 <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.1, 2.3	
Week Twenty-Three	<b>*Hard Times</b> <b>*Vocabulary</b> <b>Students:</b> 1.Analyze and discuss Book One of <i>Hard Times</i> , focusing on theme, syntax, and symbolism, especially with regard to names. 2.Review how to perform a close textual analysis of a passage—how syntax, diction, imagery, rhythm, figurative language, allusion, metonymy and irony combine to create a cohesive piece of description. Focus on the third paragraph of Chapter XI, Book One. 3.Select a passage for an in-class textual analysis. 4.Read Book Two of <i>Hard Times</i> . 5.Complete vocabulary lesson.	<b>*Hard Times</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6 <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1.In-class textual analysis of a Dickens' passage. 2.Vocabulary exam.
Week Twenty-Four	<b>*Hard Times</b> <b>*Vocabulary</b> <b>Students:</b> 1.Analyze and discuss Book Two of <i>Hard Times</i> , focusing on portrayal of marriage, class (living and working conditions), gender, and relationships between parent and child. 2.Read Book Three of <i>Hard Times</i> . 3.Pretend one of the characters in <i>Hard Times</i> has written seeking advice	<b>*Hard Times</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6 <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b>	1.Vocabulary letter and exam.

	for his or her plight. Using the vocabulary words, compose a response to that character's question. 4. Complete vocabulary lesson.		2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	
Week Twenty-Five	<p><b>*Hard Times</b> <b>*Vocabulary</b> <b>Students:</b></p> <p>1. Analyze and discuss Book Three of <i>Hard Times</i>.</p> <p>2. Debate the merits of <i>Hard Times</i> as a novel advocating social reform.</p> <p>3. Debate the idea of nemesis—poetic justice—as regards the characters' fates.</p> <p>4. In groups, research the evolution of laws regarding education, working conditions, marriage, and child labor, focusing globally.</p> <p>5. Work on five-paragraph essay responding to one of the two topics mentioned above.</p> <p>6. Complete vocabulary lesson.</p>	<p><i>*Hard Times</i> *Internet *PowerPoint *Vocabulary</p>	<p><b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>2.0 Reading Comprehension (Focus on Instructional Materials)</b> 2.1, 2.2, 2.3, 2.6 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6 <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2, 2.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>1.0 Listening and Speaking Strategies</b> 1.3, 1.4, 1.5, 1.6, 1.7, 1.8  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p>	<p>1. Group presentations. 2. Vocabulary exam.</p>

			2.2, 2.3	
Week Twenty-Six	<b>*Hard Times</b> <b>*Vocabulary</b> <b>Students:</b> 1.Complete in-class essay on <i>Hard Times</i> . 2.Complete vocabulary lesson.	<b>*Hard Times</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6 <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1.In-class essay on <i>Hard Times</i> . 2.Vocabulary exam.
Week Twenty-Seven	<b>*Hard Times</b> <b>*Grammar: The Clause</b> <b>*Vocabulary</b> <b>Students:</b> 1.Revise, polish and proofread essays on <i>Hard Times</i> . 2.Review subordinate clauses. 3.Review adverb and adjective clauses. 4.Complete vocabulary lesson.	<b>*Hard Times</b> <b>*Grammar</b> <b>*Vocabulary</b>	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.2, 3.3, 3.4, 3.5, 3.6 <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.2  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.Final essay on <i>Hard Times</i> . 2.Vocabulary exam.

			<b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	
Week Twenty-Eight	<b>*Grammar: The Clause</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review noun clauses. 2.Identify noun clauses as direct objects, predicate nominatives, or subjects. 3.Complete vocabulary lesson.	*Grammar *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	1.Quiz on adjective versus adverb clauses. 2.Vocabulary exam.
Week Twenty-Nine	<b>*Grammar: The Clause</b> <b>*Grammar: Sentence Structure</b> <b>*Creative Writing: Tone</b> <b>*Vocabulary</b> <b>Students:</b> 1.Review the clause. 2.Identify simple sentences. 3.Identify compound sentences. 4.Listen to “I Hung My Head” and “Sam Hall.” 5.Discuss how both songs deal with the same subject matter but have completely different tones, one of regret and shame, while the other is unvarnished resentment. 6. Using the vocabulary words, write two passages about the same topic, taking an opposing tone in each passage. 7.Complete vocabulary lesson.	*Grammar **“I Hung My Head” **“Sam Hall” *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.1, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1.Exam on the clause. 2.Dualing descriptive passages. 3.Vocabulary exam.
Week Thirty	<b>*Grammar: Sentence Structure</b>	*Grammar *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis,</b>	1.Vocabulary exam.



	<b>*Vocabulary Students:</b> 1.Learn complex sentences. 2.Learn compound-complex sentences. 3.Review all four types of sentences. 4.Take a passage from <i>Hard Times</i> and label each sentence as simple, compound, complex, or compound-complex. 5.Complete vocabulary lesson.		<b>Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.2, 1.3, 1.5, 1.6	
Week Thirty-One	<b>*Grammar: Sentence Structure</b> <b>*Poetry: Personification</b> <b>*Vocabulary Students:</b> 1.Review sentence structure. 2.Read "Fog" and both read and listen to "Alcohol." 3. Review concept of personification. 4.Compose a poem in sonnet form employing personification, but as a riddle, so the object or concept personified is never specifically stated. 5.Complete vocabulary lesson.	*Grammar **"Fog" **"Alcohol" *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.1, 3.5, 3.6  <b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	1.Exam on sentence structure. 2.Draft of personification sonnet. 2.Vocabulary exam.
Week Thirty-Two	<b>*Poetry: Personification</b> <b>*Vocabulary Students:</b> 1.Revise and polish sonnet. 2.Create a PowerPoint presentation to accompany the sonnet. 3.Complete vocabulary	*Internet *PowerPoint *iPhoto *Vocabulary	<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 1.1, 1.2, 1.3 <b>3.0 Literary Response and Analysis</b> 3.1, 3.5, 3.6	1.Final personification sonnet. 2.Powerpoint illustrating sonnet. 3.Vocabulary exam.

	lesson.		<b>Writing</b> <b>1.0 Writing Strategies</b> 1.1, 1.3, 1.6 <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 2.1  <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral English Language Conventions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>Listening and Speaking</b>  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> 2.2	
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## **History/Social Studies**

### **6th Grade Social Studies World History and Geography: Ancient Civilization**

<b>Standard</b>	<b>History Alive Resources</b>	<b>Assessment</b>
<b>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</b> 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	Lessons 1–4: SE 4–39; LG 4–63	Formative: homework assignments asking students to demonstrate an understanding of content and draft of project that asks students to apply the concepts (the relationship between environment and man's lives, then and now)

<p>3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>	<p>Summative: quizzes and final project</p>
<p><b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</b></p> <p>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> <p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> <p>4. Know the significance of Hammurabi's Code.</p> <p>5. Discuss the main features of Egyptian art and architecture.</p> <p>6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p> <p>7. Understand the significance of Queen Hatshepsut and Ramses the Great.</p> <p>8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p> <p>9. Trace the evolution of language and its written forms.</p>	<p>Formative: homework assignments, socratic method seminar, student presentation of content and concepts, essay</p> <p>Lessons 4–10: SE 33–99, 118–119; LG 54–167, 194–195</p> <p>Formative/Summative: group project utilizing variety of sources that culminates in the creation of map of area describing geography, social and economic structures, Drafts are formative and close of unit Final draft is summative</p> <p>Summative: test that asks student content and conceptual-based open-ended, short answer questions</p>
<p><b>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</b></p>	<p>Lesson 7: SE 70–71; LG 100–111; Lessons 11–12: SE 101–117; LG 168–193</p>

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

Formative: utilizing variety of sources, students will piece together parts of the story (many topics to choose from), write their version of a 'textbook' entry and present powerpoint summarizing their text - DRAFTS are formative

Summative: FINAL draft of project above

Formative: homework assignments, socratic method seminar

Summative: periodic short quizzes

**6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

Lessons 25–31: SE 245–305; LG 502–667

1. Discuss the connections between geography and the development of city-states in the region of

Formative/Summative: group map project (described above)

and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts of 'rise and fall of empires', different forms of democracy, differences between free/volunteer soldiers and conscripted/slave soldiers (Athens/Sparta)

Summative: Essays on chosen topics that require multiple sources to put together key content and concepts, occasional content-related, short answer quizzes

**6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**

Lessons 13–18: SE 121–179; LG 198–331

Formative/Summative: group map project (described above)

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

**6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the appeal of certain religious beliefs and practices to different people, the means a society can produce or limit intellectual advances, the positive and negative results for a people when leaders create expansive empires, etc.

Summative: essays, test, elements of semester-long project

Lessons 19–24: SE 181–243; LG 374–499

Formative/Summative: group map project (described above)  
Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the appeal of certain religious beliefs and practices to different people, the positive and negative results for a people when leaders create expansive empires, the significance and impact of trade

4. Identify the political and cultural problems prevalent in the time of Confucius and how he

sought to solve them.

5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

Summative: quizzes, test, elements of semester-long project

**6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

Lessons 32–37: SE 306–373; LG 670–761

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.

Formative/Summative: group map project (described above)

Formative/Summative: biography presentation on chosen historical figure, Drafts are formative, Final is summative: presentation will incorporate technology and art

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the difference between Roman government and other forms encountered in the course, comparisons between leaders of roman republic/empire and other leaders encountered in the course with respect to their

5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.

6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

reasons and methods of expanding an empire, the impact of an Empire's values on a religious minority (Judaism, birth of Christianity)

Summative: essays, test,  
\*final semester-long project

## 7th Grade Social Studies

### World History & Geography: Medieval & Early Modern Times

Standards	History Alive Resources	Assessment
<b>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b> 1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	Lesson 1: SE 7-17; LG 8-19, Lesson 6: SE61-67; LG 142-155, Lesson 3: SE 32	Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including causes for an empire's rise and fall, reasons behind a society's different religious institution and philosophy



2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Summative: essays, quizzes

**7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

Lessons 7-11: SE 71-131, LG 174-265; Lesson 8: SE 83-90; ISN 50-54; LG 202-206; CA 31; Lesson 9 SE 93-106; ISN 56-59, 62-65; LG 220-223; CA 32-33; Lesson 10 SE 106-107; ISN 62-65; CA 33; Lesson 14: SE 155-163; OLR Literature 2 and 3, PL 10A-10P, Primary Source 2.

Formative/Summative: group map project (described above)

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including comparisons between Islam origins/philosophy/founder and the other religions studied in 6th grade history, comparison of empire building by Muslim empire with other empires studied in 6th grade, analysis of Islamic beliefs/law/practices

5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

Summative: group presentation on chosen 'homo faber' related topic, quiz, open-book essay test

**7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.**

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

Lessons 16-19; SE 175-213; LG 364-427; ISN 104-129; CA 41-43; PL 18A-18I; OLR Biography 4

2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.

3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.

4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.

5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.

6. Describe the development of the imperial state and the

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the appeal of certain religious beliefs and practices to different people, the results for a people when leaders create empires, the role of the economy/innovation on societal structures and every day life  
Summative: Research paper on a discovery and its historical influence,

scholar-official class.	quizzes
<p><b>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</b></p> <p>1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.</p> <p>4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</p> <p>5. Describe the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>Formative/Summative: group map project (described above)</p> <p>Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the impact of geography on a society, the impact of trade, the difference between Muslim and non-Muslim Africa</p> <p>Lessons 12-15: SE 133-173; LG 278-357; Geography Challenge 3; OLR Primary Source 3; OLR Biography 3</p> <p>Summative: essay, test</p>
<p><b>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</b></p> <p>1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his</p>	<p>Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the influences of different countries on each other, the way religion adapts and influences people, the reason for a shift in governing structures</p> <p>Lessons 20-22: SE 215-253; LG 472-531; OLR Primary Source 5; OLR Literature 6; OLR Biography 5</p>

reign.

3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.

4. Trace the development of distinctive forms of Japanese Buddhism.

5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.

6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

Summative: quizzes, unit essay, summary of project to date

**7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

Lessons 2-5: SE 19-59; LG 20-141; Unit 1 Overview; Geography Challenge 1; OLR Literature 1; OLR Literature 1.

Formative/Summative: group map project (described above)

Summative: research paper compare/contrast the spread of Christianity after Roman Empire to spread of Buddhism after Shotoku, and the development of Japanese lord-vassal system with European feudalism

4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including origins of modern nations and conflicts with religious institutions, impact of religion in its various forms (crusades, church, empires)

Summative: quiz, test, update on project

**7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.**

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Lessons 23-27: SE 255-309; LG 534-631; Unit 6 overview; Geography Challenge 6; OLR Primary Source 6; OLR Literature 7.

Formative/Summative:  
group map project  
(described above)

Formative/Summative:  
group presentation utilizing primary and secondary documents to present as complete a picture as possible of Meso-American and Andean civilizations - given the different documents, groups are expected to present different pictures.  
Rehearsal presentation is formative, Final presentation is summative

**7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

Lessons 28-30: SE 311-345, 368-369; LG 634-723, 762-763; OLR Primary Source 4; OLR Literature 8

Formative: homework assignments, socratic method seminars that ask students to explain the multiple sources/perspectives of readings on the concepts including the relationship between trade and intellectual growth, and between innovations and society

3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

Summative: quizzes, segment of year-long project, and related research paper on student's chosen individual's contributions

**7.9 Students analyze the historical developments of the Reformation.**

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

Lessons 31-32: SE 312, 347-369; LG 424-763; OLR Essay 4; OLR Essay 5; OLR Essay 3;

Formative: student contributions to socratic method questioning about unit's content

Summative: homo faber related biographical presentation  
Formative/Summative: group map project (described above)

Formative/Summative: group presentation utilizing primary and secondary documents to present as complete a picture as possible of either Counter-Reformation, Catholic Church development, "Golden Age" and

5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.

7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

missionary movement - given the different documents, groups are expected to present different pictures. Rehearsal presentation is formative, Final presentation is summative

**7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.**

Lesson 34: SE 389-397; LG 794-809

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

Formative: homework assignments that correlate science lessons with the Scientific Revolution

Summative: short answer test and project for both science and history class that builds on a science lab and refers to the historical ideas and figures related to the investigation



3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

**7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

Lesson 33: SE 372-387; LG 766-793; Lesson 35: SE 399-411; LG 808-833; Unit 8 overview; Geography Challenge 8; OLR Essay 6; OLR Primary Source 8;

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

Formative/Summative:  
group map project  
(described above)

4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

Formative: socratic method  
seminar participation

Formative/Summative: draft  
and final paper on student  
chosen topic that traces  
development of either  
capitalism or ideas related  
to democracy

5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Summative: final project and presentation

## 8th Grade Social Studies US History & Geography: Growth & Conflict

**8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

Lessons 3-6; SE 35-85; LG 36-107; OLR Essay 5

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").

3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Formative/Summative: students in groups given variety of primary and secondary documents to piece together the causes of revolution - different documents will result in different perspectives, for example some groups may have more info on the economic situation, while others may have more on philosophy - teacher will circulate to work with students on building their 'story', culminating in presentation and open-note test on presentations

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**8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

Lessons 8-10: SE 103-143; LG 124-231;

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

Formative: socratic method  
seminar participation and  
short answer homework  
writings

Formative: student debates  
recreating the debates that  
may have taken place in  
creating the Constitution

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

Summative: short answer quizzes on unit content

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

Summative: take home essay test

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**8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.**

Lessons 8-11: SE 103-159; LG 124-260, OLR Essay 6

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

Formative: socratic method seminar participation and short answer homework writings

2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.

Formative/Summative: group projects in which students take a position (jefferson, Hamilton, domestic resistance movement, central government, etc.) and present their view on issues and the resolution of their conflict, Formative: steps in completing the project that teacher monitors during class, Summative: final presentation and a test that is open-note in which students access notes they took during the presentations

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).  
 6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).  
 7. Understand the functions and responsibilities of a free press.

**8.4 Students analyze the aspirations and ideals of the people of the new nation.**

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.  
 2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).  
 3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).  
 4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

Lessons 11-13: Se 144-183; LG 232-310; OLR Essay 3; OLR Essay 7; OLR Essay 8

Formative: socratic method seminar participation and short answer homework writings

Summative: essay quiz asking students to analyze a famous speech and/or excerpt from literature, test of similar structure

**8.5 Students analyze U.S. foreign policy in the early Republic.**

Lesson12: SE 160-173; LG 262-289; Lesson 15: SE 197-209; LG 362-383

Formative: socratic method seminar participation and short answer homework

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

writings

Summative: project to create a game based on choice of incidents (War of 1812, American Indian nation issues, Westward expansion, and the Mexican-American War

**8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

Lesson 13: SE 175-183; LG 290-310; Lessons 18-19: SE 240-267; LG 412-439; OLR Essays 9, 8, 10;

Formative: socratic method seminar participation and short answer homework writings  
Formative/Summative: individual research paper/presentation presenting a question designed by student to shed light on one chosen topic: specific immigrant group, free black Americans in the North, foundation of American education, women's suffrage, transcendentalism and individualism in art/literature; Formative: stages of project, Summative: final project and open-note test on all projects

3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish

immigrants and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

**8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

Lessons 19-20: SE 253-283; LG 424-459; OLR Essay 11, 12, 13

Formative: socratic method seminar participation and short answer homework writings

2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the

Formative/Summative: students in groups given variety of primary and secondary documents to piece together a picture of life in the South for whites, slaves, and free Blacks - different documents will

strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

result in different perspectives, teacher will circulate to work with students on building their 'story', culminating in presentation and open-note test on presentations

**8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great

Lessons 14-17: SE 185-239; LG 312-3129, 362-411;  
Lesson 24: SE 337-351; LG 508-541

Formative: socratic method  
seminar participation and  
short answer homework  
writings

Formative: class re-visits  
relevant 'games' created  
from unit 5 and, individually,  
create updates to  
incorporate current unit's  
readings

Summative: quiz/test, short  
answer and map  
identifications



rivers and the struggle over water rights.

5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Summative: essay response to primary documents presenting different views on 8.8.5 and 8.8.6

**8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

Lesson 8: SE 111; LG 190; Lesson 18: SE 246-247; LG 422; Lesson 20: SE 276-278; LG 456-457; Lesson 21: SE 289-290, 298-299; LG 469-471; OLR Essay 6, OLR Essay 9,

Formative: socratic method seminar participation and short answer homework writings

Formative/Summative: Student individual research paper tracking the state of slavery and the lives of black americans (free or slave) in a specific, student-chosen region of America. Early drafts are formative, final draft is summative

5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Summative: socratic method summary of unit in which student's are graded on their contributions

**8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

Lessons 21-22: SE 285-321; LG 460-493; OLR Essay  
14

Formative: socratic method seminar participation and short answer homework writings

Summative: each student reads and reports on a non-fiction book on the Civil War (8.10), report includes excerpts chosen by the student for the class to read and key lessons learned from the book

5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Summative: test, short answer covering major content issues of the unit

**8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.

5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

Lesson 23: SE 323-335; LG 494-507

Formative: socratic method seminar participation and short answer homework writings

Formative: Students re-visit original projects from unit 7 on freed blacks and 'update' them utilizing information from this unit

Summative: short answer quiz on unit content and essay test on unit concepts

**8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**

Lessons 24-27: SE 337-397; LG 508-601; OLR Essay  
16, 17, 18, 20

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

Formative/Summative:  
group project utilizing variety of sources that culminates in the creation of map of area describing geography, social and economic structures, Drafts are formative and close of unit Final draft is summative

Formative: socratic method seminar participation and short answer homework writings

Summative: quizzes covering unit content and concepts

Summative: Final 2 steps in the Year-Long Project

7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

## **Mathematics**

Tables that follow align learning outcomes (standards) to curricular resources. There are two tables representing two different curricular resources for 8<sup>th</sup> grade math as some students will be taking a Pre-Algebra course while others will be ready for a high school level Algebra I course.

Note that formative assessments are daily and include collected homework assignments and in-class student work and investigations that are observed by teachers. Summative assessments are weekly in the form of a quiz, a test, or a project. If a unit has a quiz and a test, the quiz will be considered in a more formative light, and students will be allowed to get “points back” on a quiz if they answer a comparable question correctly on a test. In addition, students will take diagnostic assessments such as the NWEA MAPS or Pearson G●RADE and G●MADE. The selected assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre-teaching and re-teaching needs. Furthermore, teachers will be able to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. They will either have access to standards-based test item banks, or computer-based adaptive assessments (e.g. I Can Learn) that provide ongoing data about students’ real-time mastery of grade level standards.

*6<sup>th</sup> Grade: Connected Mathematics 2, 6<sup>th</sup> Grade Units*

6th Grade Standard	Primary Curricular Citations
Number Sense 1.0. Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions and percentages	Bits and Pieces I: Inv 1-4; Shapes and Designs: Inv 1; Bits and Pieces II: Inv 1-4 and Rev; Bits and Pieces III: Inv 1-5, Unit Project, How Likely Is It?: Inv 1-3.
Number Sense 2.0. Students calculate and solve problems involving addition, subtraction, multiplication and division	Prime Time: Inv 1-5; Bits and Pieces II: Inv 2-4; Bits and Pieces III: Inv 1-5.
Algebra and Functions 1.0. Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results	Bits and Pieces II: Inv 2, 4; Bits and Pieces III: Inv 1-3.
Algebra and Functions 2.0. Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions	Bits and Pieces I: Inv 3; Shapes and Designs: Inv 2; Bits and Pieces III: Inv 2-5 and Unit Project
Algebra and Functions 3.0 Students investigate geometric patterns and describe them algebraically	Shapes and Designs: Inv 3; Covering and Surrounding: Inv 2 and 4
Measurement and Geometry 1.0. Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems	Shapes and Designs: Inv 2-4; Covering and Surrounding: Inv 1-5; Bits and Pieces III: Inv 1
Measurement and Geometry 2.0 Students identify and describe the properties of two-dimensional figures.	Shapes and Designs: Unit Project, Inv 1-4; Bits and Pieces III: Inv 1-3
Statistics, Data Analysis, and Probability (DAPS) 1.0 Students compute and analyze statistical measurements for data sets	Data About Us: Unit Project, Inv 1 and 3
DAPS 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.	Data About Us: Unit Project, Review; How Likely is It?: Inv 4
DAPS 3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events	How Likely Is It?: Inv 1-4
Mathematical Reasoning 1.0 Students make decisions about how to approach problems:	Covered within the in-class problems and ACE exercises found in each investigation of all units.
Mathematical Reasoning 2.0 Students use strategies, skills, and concepts in finding solutions:	Covered within the in-class problems and ACE exercises found in each investigation of all units.
Mathematical Reasoning 3.0 Students move beyond a particular problem by generalizing to other situations:	Covered within the in-class problems and ACE exercises found in each investigation of all units.

7<sup>th</sup> Grade: Connected Math 2, 7<sup>th</sup> Grade Units

<b>7th Grade Standard</b>	<b>Primary Curricular Citations</b>
Number Sense 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.	Accentuate the Negative: Inv 1-4
Number Sense 2.0 Students use exponents, powers, and roots and use exponents in working with fractions.	Stretching and Shrinking: Inv 2-4
Algebra and Functions 1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.	Variables and Patterns: Inv 1-4; Moving Straight Ahead: Inv 1-3, ACE exercises in each investigation of all student units (terminology related standards)
Algebra and Functions 2.0 Students interpret and evaluate expressions involving integer powers and simple roots.	Accentuate the Negative: Inv 4
Algebra and Functions 3.0 Students graph and interpret linear and some nonlinear functions.	Variables and Patterns: Inv 3-4; Moving Straight Ahead: Inv 1-4
Algebra and Functions 4.0 Students solve simple linear equations and inequalities over the rational numbers.	Moving Straight Ahead: Inv 3; Comparing and Scaling: Inv 3-4
Measurement and Geometry 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.	Stretching And Shrinking: Inv 1-5; Filling and Wrapping: Inv 1-5
Measurement and Geometry 2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.	Stretching And Shrinking: Inv 1-5; Filling and Wrapping: Inv 1-5
Measurement and Geometry 3.0 Students know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.	Stretching And Shrinking: Inv 1-5; Filling and Wrapping: Inv 1-5
Statistics, Data Analysis, and Probability (DAPS) 1.0 Students collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.	Data and Distributions: Inv 1-4
Mathematical Reasoning 1.0 Studentes make decisions about how to approach problems.	Covered within the in-class problems and ACE exercises found in each investigation of all units.
Mathematical Reasoning 2.0 Students use strategies, skills, and concepts in finding solutions	Covered within the in-class problems and ACE exercises found in each investigation of all units.
Mathematical Reasoning 3.0 Students determine a solution is complete and mvoe beyond a particular problem by generalizing to other situations.	Covered within the in-class problems and ACE exercises found in each investigation of all units.

*8th Grade Math: Pre-Algebra Course: Connected Math 2, 8<sup>th</sup> Grade Units*

<b>Algebra I Standards Grades 8-12</b>	<b>Primary Curricular Citations</b>
1. 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.	SE: Frogs, Fleas, and Painted Cubes Inv 1 (5-18); Say it With Symbols Inv 1 (5-22)
1.1 Students use properties of numbers to demonstrate whether assertions are true or false.	Opportunities to address this standard can be found on the following pages: SE: Frogs, Fleas, and Painted Cubes Inv 1 (5-18); Say It With Symbols Inv 1 (5-22)
2. 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.	SE: Growing, Growing, Growing Inv 5 (59-73); Looking for Pythagoras Inv 2 (19-30)
3. Students solve equations and inequalities involving absolute values.	Not in Connected Math - Teacher-designed lessons required
4. Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	SE: Say It With Symbols Inv 3 (37-55)
5. Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	SE: The Shapes of Algebra Inv 2 (24-36); Say It With Symbols Inv 3 (37-55)
6. 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 $2x + 6y < 4$ ).	SE: The Shapes of Algebra Inv 5 (69-82)
7. Students verify that a point lies on a line, given an equation on the line. Students are able to derive linear equations by using the point-slope formula.	Opportunities to address this standard can be found on the following pages: SE: The Shapes of Algebra Inv 1 (5-23), Inv 2 (24-36), Inv 3 (37-51), Inv 4 (52-68)
8. 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.	SE: The Shapes of Algebra Inv 1 (5-23), Inv 2 (24-36), Inv 3 (37-51)



9. 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.	SE: The Shapes of Algebra Inv 3 (37-51), Inv 4 (52-68), Inv 5 (69-82)
10. Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.	SE: Say It With Symbols Inv 1 (5-22)
11. 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 or two squares, and recognizing perfect squares of binomials.	SE: Frogs, Fleas, and Painted Cubes Inv 2 (19-39); Say It With Symbols Inv 3 (37-55)
12. Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	Not addressed in Pre-Algebra
13. Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	Not addressed in Pre-Algebra
14. Students solve a quadratic equation by factoring or completing the square.	Not addressed in Pre-Algebra
15. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	SE: Thinking with Mathematical Models Inv 3 (47-61)
16. 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.	Opportunities to address this standard can be found on the following pages: SE: Say It With Symbols Inv 4 (56-71)
17. 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.	Opportunities to address this standard can be found on the following pages: SE: Say It With Symbols Inv 4 (56-71)
18. Students determine whether a relation defined by a graph, a set of ordered pairs, or symbolic expression is a function and justify the conclusion.	Not addressed in Pre-Algebra
19. Students know the quadratic formula and are familiar with its proof by completing the square.	SE: Say It With Symbols Inv 3 (37-55)
20. Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	SE: Say It With Symbols Inv 3 (37-55)
21. Students graph quadratic functions and know that their roots are the x-intercepts.	SE: Frogs, Fleas, and Painted Cubes Inv 2 (19-39), Inv 4 (55-79)

22. 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.	SE: Frogs, Fleas, and Painted Cubes Inv 2 (19-39)
23. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	SE: Frogs, Fleas, and Painted Cubes Inv 4 (55-79)
24. Students use and know simple aspects of a logical argument.	SE: Kaleidoscopes, Hubcaps, and Mirrors Inv 4 (65-77)
24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.	Not addressed in Pre-Algebra
24.2 Students identify the hypothesis and conclusion in logical deduction.	Not addressed in Pre-Algebra
24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	SE: Say It With Symbols Inv 5 (72-84)
25. Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.	SE: Growing, Growing, Growing Inv 5 (59-73)
25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.	SE: Growing, Growing, Growing Inv 5 (59-73)
25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.	Not addressed in Pre-Algebra
25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expression or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	SE: The Shapes of Algebra Inv 2 (24-36), Inv 3 (37-51)

*8<sup>th</sup> Grade: Algebra I Course (Pearson Prentice Hall, Algebra I, 2006)*

<b>Algebra I Standards Grades 8-12</b>	<b>Primary Citation</b>
1. 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.	59-61, 6367, 71-73, 77, 78, 80-84, 107, 108, 495, 498-500, 504
1.1 Students use properties of numbers to demonstrate whether assertions are true or false.	18, 76, 80, 85, 92, 102-106, 124, 138, 146, 147, 179, 182, 186, 192, 193, 208, 212, 233, 244, 569, 597

2. 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.	82-85, 108, 204-213, 472, 473, 482, 483, 485, 494, 525
3. Students solve equations and inequalities involving absolute values.	145, 411- 416
4. Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	12, 13, 24- 26 , 47, 48, 90, 91, 94- 96, 109, 126, 127, 137
5. Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	121-122, 131-133, 158-160, 188-189
6. 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 $2x + 6y < 4$ ).	309-311, 313-315, 318, 319, 324, 325, 328-330, 347, 348, 417-419, 421, 422
7. Students verify that a point lies on a line, given an equation on the line. Students are able to derive linear equations by using the point-slope formula.	309, 310, 329, 330, 333, 347, 348, 350, 355, 358, 359
8. 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.	338, 339, 349, 350, 355
9. 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.	358, 359, 362-364, 367-370, 373-376, 380-382
10. Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.	214, 215, 221-223, 227-228, 231-232, 236-237, 240-242
11. 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 or two squares, and recognizing perfect squares of binomials.	262-263, 266-268, 270-271, 273-275, 278, 279, 281, 286-288, 299, 300
12. Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.	432-434, 477

13. Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	436, 439, 442, 445-447, 455-457, 460, 461, 477
14. Students solve a quadratic equation by factoring or completing the square.	451, 452, 576-578, 586-587, 609
15. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	380-383, 396, 455- 457, 460-461, 475, 478
16. 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.	536-538, 542-544, 571, 616
17. 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.	536-538, 544, 545, 553, 571
18. Students determine whether a relation defined by a graph, a set of ordered pairs, or symbolic expression is a function and justify the conclusion.	536-538, 542, 543, 571
19. Students know the quadratic formula and are familiar with its proof by completing the square.	574C, 574D, 586, 587, 589-592, 609, 610
20. Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	574D, 589- 592, 610
21. Students graph quadratic functions and know that their roots are the x-intercepts.	534D, 552-554, 572, 576, 591, 592
22. 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.	534D, 553, 554, 572, 591, 592, 610
23. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	581, 582, 602-604, 610
24. Students use and know simple aspects of a logical argument.	14, 192, 193
24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.	192, 193
24.2 Students identify the hypothesis and conclusion in logical deduction.	192
24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	14

25. Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.	14, 18, 33, 34, 37, 43, 89, 90, 93, 94, 102-105, 118, 128, 147, 175, 176, 400-404, 410
25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.	14, 89, 90, 93, 94, 102-105, 175, 176
25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.	8, 18, 37, 43, 118, 128, 147, 162, 179, 182, 185, 208, 224, 244, 280, 295, 322, 345, 386, 416, 435, 493, 505, 511, 590, 601
25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expression or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	33, 34, 400-404, 410

Study Skills Curriculum Map						
Learning Goal	Instructional Strategy	Time Frame	Assessment	Grades	% of total grade	
Reflect on and analyze current time management skills	Students complete Handouts #1 and #2	Week 1	Grade incorporated into Planner Use at semester end when students complete handsouts again and demonstrate progress	6	20	
Tracking assignments, activities, tasks in a planner (week-at-a-glance school-specific calendar to be given to each student)	Model, peer review, teacher review and discuss one-on-one, completing Handouts #3 & #4	Week 1 and ongoing	One grade per week based on completely filled in planner that core teacher signs off on as adequately representing assignments	6, 7, 8		
Breaking down assignments/activities/etc. into manageable steps		Week 3 and ongoing				
Assigning time slots in planner to assignment steps		Week 3 and ongoing				
Continually refining/revising planner use		Ongoing				
Each core course binder organized according to teacher requirements	Model, peer review, teacher review and discuss one-on-one	Week 2	Teacher review monthly, core teacher review quarterly and report to study skills teacher	6, 7, 8	15	
All pending and completed assignments in 'home base' to facilitate ease of turning in and working on as needed		Week 3 and ongoing				
Filing system at home and in locker to facilitate ease of accessing items from past and present as needed	Model by teacher sharing his/her filing system	Week 4	5% of total grade: Teacher inspect student locker quarterly. Student must bring in photos of home study space/desk/filing cabinet or parent note (home lang. ok) describing student's study space	6, 7, 8		
Ongoing and continual self-assessment of one's understanding of core class goals	Council-based discussion in which all share a current academic challenge then work in pairs, teacher circulates to listen and guide, to follow steps (left column) and share progress with class	4-5 week cycles, 4 X a year	Following all the steps in assessing understanding and seeking teacher help in improving understanding is 25% of total grade, students receive a grade with a point for each step 4 times a year (2 points for step 7 if improvement on assessment is shown and a step 8 is not necessary), but should be encouraged to follow these steps as frequently as needed	6, 7, 8		30
misunderstanding by reviewing notes, assignments, assessments, in each core class		Week 4, 13, 24, 30				
STEP 2 Create a plan to improve understanding		Week 4, 13, 24, 30				
STEP 3 Design questions to ask teacher in class		Week 4, 13, 24, 30				
STEP 4 Self-assess post-class to determine if additional support is necessary		Week 5, 14, 25, 31				
STEP 5 Make appointment with teacher		Week 5, 14, 25, 31				
STEP 6 Plan for meeting with teacher		Week 6, 15, 26, 32				
STEP 7 Post-meeting self-assessment		Week 7, 16, 27, 33				
STEP 8 Re-visit with teacher if necessary		Week 8, 17, 28, 34				
Post Assessment Review	Build on process above, students review all summative assessments (project/paper/test), list skills/knowledge still not mastered. Organize class into centers for each core & students move at their own pace, sharing w/ peers as needed	Week 8, 26 Week 9, 27 Week 10, 28	Grade based on percentage of assessments analyzed to all assessments to date, this analysis is incorporated into rounds 3 and 4 of process above	6, 7, 8		
Introduction to learning styles (http://www.studygs.net/selfassessment.htm)	Students take a variety of learning style tests and analyze results in class discussion	229 of 281	Participation pass/fail grade that is averaged into Learning Theory/Style grade.	6, 7, 8		

Introduction to learning styles (http://www.studygs.net/selfassessment.htm)	Students take a variety of learning style tests and analyze results in class discussion format	Week 11	Participation pass/fail grade that is averaged into Learning Theory/Style grade, 15% of grade	6, 7, 8	15
Utilize learning style information to articulate their own learning style	Students utilize learning style strategies discussed in week 11 during core class lessons and report back their experience in Council discussion	Week 12	Points given for each of 3 lessons analyzed	6	
Introduction to learning theory	Students read excerpts from articles (to be chosen by study skills faculty committee in August institute), answer comprehension questions, do free-write response or pair share response hypothesizing the way the article relates to them, or whip around the room response followed by discussion	Week 12	Answer question related to reading that fall into the reading comprehension strategies (predicting, questioning, summarizing)	7, 8	
ABOVE	ABOVE	Weeks 13-17	ABOVE		
Connecting learning theory to student learning	Students read more article excerpts and gather evidence from classroom experiences to share reality vs. articles	Week 18	Grade against rubric: 3 different summaries comparing/contrasting what they know about learning theory with how they believe they learn best	7, 8	10
		Week 19			
		Week 20			
Learn to take notes on reading	Students all read an article on how learning occurs, complete Handout #5, pair share, whip around room to share, revise #5 for graded homework	Week 18	Grade Handout #5 against rubric	6	10
Learn to take notes on lecture	Model by teacher reading 'lecture' while students follow a 'notes' hand-out, then 2nd lecture with 'guided notes' handout requiring students to fill-in blanks, 3rd lecture with	Week 19	Grade notes against rubric	6	
Learn to take notes on lecture		Week 20			
Learn to tutor: breaking down a concept into smaller parts	Teacher leads discussion on a math topic students already know (from 1-2 years ago) and ask students to list skills/knowledge that are needed in order to solve the given problems	Week 21		6, 7, 8	

Learn to tutor: breaking down a concept into smaller parts	Teacher leads discussion on a math topic students already know (from 1-2 years ago) and ask students to list skills/knowledge that are needed in order to solve the given problem/s	Week 21		6, 7, 8	10
Learn to tutor: differentiate between giving the answers and helping a student get the answer on his/her own	Teacher models the difference between questions that give an answer and questions that help students find the answer, students in pairs practice and perform examples for the class	Week 22	Students will sign up for teacher-designed schedule that pairs across grades so all have 2 tutoring sessions during a club period, 6th graders are tutored by a 7th and 8th, 7th graders tutor a 6th and are tutored by an 8th, then 8th graders tutor a 7th and a 6th	6, 7, 8	
Learn to tutor in order to solidify learning	Students will form study groups or study pairs with others who have the same upcoming assessment and prepare mini-lessons during class to teach their group	Week 23			
ABOVE	ABOVE	Weeks 24-30	ABOVE		
Reflect on tutoring experience		Week 29	Free-write and answer teacher-facilitated questions on Handout		Learn to Tutor grade
ABOVE	ABOVE	Weeks 30-34 above	ABOVE		





## Technology Grade 6

Period	Content	Purpose/ Objectives	Activities & Resources	Areas of Interaction	Assessments
September	COMPUTER ETHICS :	WHC policies on computer/network use and computer lab conduct.	Review of WHC student handbook policies on computer/network use and computer lab conduct.	What are ethical and unethical uses of computers? (Homo Faber)	<u>Formative:</u> Essay on computer ethics at home.
		The ethical use of computers in society.	Review of the <i>Ten Commandments of Computer Ethics</i> from the <a href="#">Computer Ethics Institute</a> .	How can an unethical use of computers be confronted? (Homo Faber)	<u>Summative:</u> Quiz and Test on WHC Policies and the <i>Ten Commandments of Computer Ethics</i> .
		<a href="http://www.cpsr.org/issues/ethics/cei">http://www.cpsr.org/issues/ethics/cei</a>	Class and small group discussions on contemporary issues in computer ethics.		
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	KEYBOARDING :	We want to learn the keyboard map, to type simple sentences, and to complete speed drills.	<u>Students will:</u> <input type="checkbox"/> Develop keyboarding skills and experience. <input type="checkbox"/> Improve accuracy and speed of keyboarding.	Students work individually with self-paced software activities.  *We intend to use <a href="#">Mario Teaches Typing</a> software on iMac computers.	<u>Formative:</u> Software based assessment on accuracy, speed, and skill lessons.  <u>Summative:</u> Lab work evaluation on attitude, effort, progress and improvement.
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October	KEYBOARDING :	<a href="#">See description in September.</a>			
	WORD PROCESSING :	<a href="#">See September description.</a>  <a href="http://www.maran.com/computerssimplified/menu2/">http://www.maran.com/computerssimplified/menu2/</a>	<u>Students will:</u> <input type="checkbox"/> Learn how to use a word processing application and its main features <input type="checkbox"/> Learn how to use outline formatting features <input type="checkbox"/> Identify different font styles and sizes with their appropriate use <input type="checkbox"/> Learn how to create a heading for a paragraph of text <input type="checkbox"/> Learn how to organize paragraph content with headings	Read, answer comprehension questions, and discuss word processing using <a href="#">Computers Simplified</a> .  Write outline notes from <a href="#">Computers Simplified</a> .  Write paragraphs and headings using a variety of font styles and sizes  Write a one to two page description of a fictitious model city.  *We will use <a href="#">MS Word for Mac or PC</a> software.	<u>Formative:</u> Word process a version of text notes in a formatted outline  <u>Summative:</u> Write a one to two page description of a fictitious model city. Include proper text formatting, appropriate headings, and one unordered list. Be sure to cover businesses, tourist attractions, and daily life.

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**November** KEYBOARDING : [See description in September.](#)

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WORD PROCESSING : See description in September.

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**December** WORD PROCESSING : Continue description of fictitious city described in October.

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**January** PRESENTATION SOFTWARE :

Introduction to presentation software	<a href="#">Students will:</a> <ul style="list-style-type: none"><li><input type="checkbox"/> Be introduced to presentation software</li><li><input type="checkbox"/> Learn to create a multimedia slide show</li><li><input type="checkbox"/> Learn to import graphics into a presentation</li><li><input type="checkbox"/> Learn how to effectively convey information</li><li><input type="checkbox"/> Learn to add audio to a presentation</li><li><input type="checkbox"/> Learn to add effects to a presentation</li><li><input type="checkbox"/> Present an original multimedia slide show to class</li></ul>	Demonstration and lecture on presentation software.	What is presentation software, how does it create slide shows, and how can it be used to effectively communicate information?  (Approaches to Learning)	<a href="#">Formative:</a> Create a single slide with text and a graphic.
Creating a multimedia presentation		Practice creating a single slide with text and a graphic.		Create a second slide and add transition effects and audio.
Combining text and images		Create a second slide and add transition effects.		<a href="#">Summative:</a> Create a presentation about an issue of importance to the student. Include at least five slides, plus an introduction slide and a bibliography. Demonstrate an effective use of headings, text, color, graphics, audio, and transition effects. Present the project to the class, and be prepared to answer questions.
Adding audio		Import graphics into a slide.		
Adding effects		Add audio to a slide.		
		Create a presentation on an issue of interest to the student.		
		We use MS Power Point and Kid Pix software.		

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**February** PRESENTATION SOFTWARE : See description in January.

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DESKTOP PUBLISHING :

Creating a brochure	<a href="#">Students will:</a> <ul style="list-style-type: none"><li><input type="checkbox"/> Learn how to use desktop publishing software to create a brochure</li><li><input type="checkbox"/> Learn how to modify a brochure template</li><li><input type="checkbox"/> Learn how to insert and format graphics</li><li><input type="checkbox"/> Learn how to develop and write content</li><li><input type="checkbox"/> Create an event</li></ul>	Demonstration and lecture on desktop publishing software and creating brochures	How can desktop publishing software be used to create an effective business brochure?	<a href="#">Formative:</a> Modify graphics and text in a brochure template.
Modifying a template		Practice modifying a simple brochure template.	(Approaches to Learning, Health and Social Education)	<a href="#">Summative:</a> Create an original brochure for a tour company in a fictitious model city. Include imported graphics, at least one price list, a customer survey, an event schedule or an order form. Add text describing the tours and sites visited. Create an original tag line,
Developing content		Create an original brochure for a tour company in a fictitious		
Adding graphics				
Tag lines				
Customer surveys				

Price lists	schedule	model city.	a tour name and company information.
Event schedules	<input type="checkbox"/> Create a price list <input type="checkbox"/> Learn how to create a short customer survey	We use the <b>MS Project Gallery</b> and <b>MS Word</b> software.	
POWERPOINT	<input type="checkbox"/> Learn about tag lines and write an original tag line <input type="checkbox"/> Create a brochure for a tour company in a fictitious model city		

<b>March</b>	<b>LOGO PROGRAMMING LANGUAGE 1 :</b>  <b>LOGO</b> programming language.  <b>MicroWorlds</b> objects and projects.  Animation.  Buttons.  Procedures.  Multimedia presentations.	<b>Students will:</b> <input type="checkbox"/> Learn the vocabulary of basic <b>LOGO</b> code. <input type="checkbox"/> Learn the <b>MicroWorlds</b> software environment. <input type="checkbox"/> Manipulate objects. <input type="checkbox"/> Learn how to animate objects. <input type="checkbox"/> Write simple procedures. <input type="checkbox"/> Learn how to create and activate buttons. <input type="checkbox"/> Embed multimedia objects into a presentation.	Lecture and demonstration of the <b>MicroWorlds</b> environment.  Lecture and demonstration of <b>LOGO</b> vocabulary.  Create an interactive, multimedia storybook.	What is a programming language? (Approaches to Learning)  How can a programming language be used creatively to manipulate objects and events on a computer? (Approaches to Learning)	<b>Formative:</b> Create a page for a storybook.  <b>Summative:</b> Create an interactive, multimedia storybook.
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<b>April</b>	<b>LOGO PROGRAMMING LANGUAGE 1 :</b>  <b>LOGO</b> vocabulary ... Color programming Hiding and showing text Controlling a turtle's motion with buttons Pop-up announcement and question boxes User input defined actions Coordinate systems	<a href="#">See description in March.</a>  <b>Students will:</b> <input type="checkbox"/> Follow a self-paced lesson to develop an maze <input type="checkbox"/> Learn to program colors to trigger a turtle action <input type="checkbox"/> Learn to create directions in a text box and hide and show them using buttons <input type="checkbox"/> Learn code to turn a turtle's head different directions <input type="checkbox"/> Learn to prompt users with an announcement <input type="checkbox"/> Learn to request a user input and to connect it to an action <input type="checkbox"/> Place a turtle in a coordinate system	Demonstration and lecture on creating a maze and <b>LOGO</b> vocabulary  A self-paced lesson to develop an maze	How do you design, develop and test an interactive maze using <b>LOGO</b> and <b>MicroWorlds</b> ?  (Approaches to Learning)	<b>Formative:</b> Questions on <b>LOGO</b> vocabulary.  <b>Summative:</b> Create an interactive maze game.
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<b>May</b>	<b>LOGO PROGRAMMING</b>  <a href="#">See description in April.</a>				
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LANGUAGE 2 :

LOGO  
PROGRAMMING  
LANGUAGE 3 :

LOGO vocabulary ...

Using a random number

Programming turtles  
to interact

Conditional statements

Designing a simple game

Students will:

- ☐ Learn new LOGO vocabulary (when, if, touching?, random, glide)
- ☐ Apply a random number to motion
- ☐ Cause an event to occur when two turtles touch
- ☐ Use a conditional statement to define what event occurs
- ☐ Create an original, simple game

Demonstration and lecture on creating a simple game and new LOGO vocabulary

A self-paced lesson on designing and creating an original, simple game

How can you take a simple idea for a game and create an original game by applying model concepts?

(Approaches to Learning)

Formative:

Questions on LOGO vocabulary

Summative:

Design and create an original, simple game based on a given model.

**June**

LOGO  
PROGRAMMING  
LANGUAGE 3 :

[See description in May.](#)

## Technology Grade 7

Period	Content	Purpose/ Objectives	Activities & Resources	Areas of Interaction	Assessments
<b>September</b>	<p><b>COMPUTER ETHICS :</b></p> <p>WHC policies on computer/network use and computer lab conduct.</p> <p>The ethical use of computers in society.</p>	<p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>□ Learn WHC policies on computer/network use and computer lab conduct listed in the student handbook.</li> <li>□ Learn the <i>Ten Commandments of Computer Ethics</i> from the <a href="#">Computer Ethics Institute</a>.</li> <li>□ Practice ethical personal conduct in the computer lab.</li> </ul>	<p>Review WHC student handbook policies on computer/network use and computer lab conduct.</p> <p>Review of the <i>Ten Commandments of Computer Ethics</i> from the <a href="#">Computer Ethics Institute</a>.</p> <p>Class and small group discussions on contemporary issues in computer ethics.</p>	<p>What are ethical and unethical uses of computers? (Homo Faber)</p> <p>How can an unethical use of computers be confronted? (Homo Faber)</p>	<p><u>Formative:</u> Essay on computer ethics at home.</p> <p><u>Summative:</u> Quiz and Test on WHC Policies and the <i>Ten Commandments of Computer Ethics</i>.</p>
	<p><b>KEYBOARDING :</b></p> <p>We want to learn the keyboard map, to type simple sentences, and to complete speed drills.</p>	<p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>□ Develop keyboarding skills and experience.</li> <li>□ Improve accuracy and speed of keyboarding.</li> </ul>	<p>Students work individually with self-paced software activities.</p> <p>* We intend to use <a href="#">Type to Learn</a> software on iMac or PC.</p>	<p>How do you learn keyboarding skills, and why are they important in communicating with technology? (Approaches To Learning)</p>	<p><u>Formative:</u> Software based assessment on accuracy, speed, and skill lessons.</p> <p><u>Summative:</u> Lab work evaluation on attitude, effort, progress and improvement.</p>
<b>October</b>	<p><b>INTERNET :</b></p> <p>How is information transferred across the Internet?</p> <p>What is the <a href="#">Open Directory Project</a>?</p> <p>How can the Internet be used for research?</p>	<p><u>Students will:</u></p> <ul style="list-style-type: none"> <li>□ Investigate the structure of the Internet</li> <li>□ Learn how information is transferred across the Internet</li> <li>□ Learn about the <a href="#">Open Directory Project</a></li> <li>□ Use the Internet for research</li> <li>□ Learn about internet applications outside of the World Wide Web</li> </ul>	<p>Read about the Internet in <a href="#">Computers Simplified</a>.</p> <p>Experiment with different search engines and techniques, particularly the <a href="#">Open Directory Project</a>.</p> <p>Complete an Internet scavenger hunt.</p>	<p>What are effective methods for using the Internet as a research tool? (Approaches to Learning)</p>	<p><u>Formative:</u> Note taking on readings.</p> <p>Essay on home Internet use.</p> <p>Internet search activity.</p> <p><u>Summative:</u> Internet research project.</p>
	<p><b>TEMPLATES :</b></p>	<p><a href="#">See description in September.</a></p>			

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KEYBOARDING : [See description in September.](#)

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**November**

SPREADSHEETS 1 :

What is a spreadsheet?

How do you work with cells, data organization, formatting, and printing spreadsheets?

How do you convert data tables into graphs using a spreadsheet?

Students will:

- ☐ Create simple spreadsheet tables
- ☐ Format spreadsheets in a variety of styles
- ☐ Learn to integrate data from the Internet into a spreadsheet
- ☐ Use the Internet for research
- ☐ Create a variety graphs from data tables

Read about spreadsheets in [Computers Simplified.](#)

Create simple labeled tables with columns and rows of data.

Format tables with pre-designed styles.

Format tables with student created styles.

Gather data from the [U.S Census Bureau](#) web site and integrate it into spreadsheets.

Create graphs to represent [U.S Census Bureau](#) data.

We work with MS Excel

How can a spreadsheet be used to organize and communicate information? (Approaches to Learning)

Formative:

Create spreadsheets with a labeled table of data cells, columns, rows and apply formatting and style.

Create graphs from spreadsheets.

Summative:

Create tables and graphs from [U.S Census](#) data web site information. Present the results to class.

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INTERNET : [See description in October.](#)

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KEYBOARDING : [See description in September.](#)

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**December**

SPREADSHEETS 2 :

How to develop a survey in a spreadsheet to facilitate data gathering.

How to organize a spreadsheet according to the type and style of data.

How to choose an appropriate graph to represent different types of data.

How to use spreadsheets

Students will:

- ☐ Learn to create a survey and to gather survey data.
- ☐ Learn how to tabulate data and organize it to facilitate creating appropriate graphs.
- ☐ Learn to create a presentation of survey results using spreadsheets and graphs.

Create a survey.

Gather survey data, then tabulate and organize the data to facilitate creating appropriate graphs.

Create appropriate spreadsheets from original data. Create appropriate graphs from spreadsheets.

Create a presentation of survey results using

How can original research data be gathered and spreadsheets be used to organize and communicate the results? (Approaches to Learning, Health and Social Education)

Formative:

Create a survey.

Gather the survey results and create a spreadsheet with the data.

Create graphs from the spreadsheet.

Summative:

Develop a presentation of a survey and its results using spreadsheets and graphs.

and graphs in a presentation.

spreadsheets and graphs

Write an evaluation of the survey creation, data gathering, tabulation, spreadsheet and graph creation process.

## January

### SPREADSHEETS 3 :

How are formulas entered into a spreadsheet?

What functions are included with spreadsheet software?

How do you apply sum, average, min, max, and date functions?

What are budgets and income statements?

#### Students will:

- ☐ Enter formulas into a spreadsheet and learn formula code.
- ☐ Learn how to use formula tools that are part of the spreadsheet software.
- ☐ Create spreadsheets that automatically perform calculations and update data fields.
- ☐ Create a budget and income statement.
- ☐ Add formatting styles to data tables.

Practice exercises for entering formulas into data cells and manipulating built-in spreadsheet features.

Create simple tables to sum and average data.

Create a small business budget.

Create a small business income statement.

How can spreadsheets be used to organize data, make calculations, automatically update changes, and communicate results? (Approaches to Learning, Health and Social Education)

#### Formative:

Practice exercises for entering formulas into data cells and manipulating built-in spreadsheet features.

#### Summative:

Create simple tables to sum and average data.

Create a small business budget.

Create a small business income statement.

## February

### SPREADSHEETS 4 :

See description in January

## March

### LOGO PROGRAMMING LANGUAGE 1 :

An introduction to the LOGO programming language.

MicroWorlds objects and projects.

Animation.

Buttons.

Procedures.

Multimedia presentations.

#### Students will:

- ☐ Learn the vocabulary of basic LOGO code.
- ☐ Learn the MicroWorlds software environment.
- ☐ Manipulate objects.
- ☐ Learn how to animate objects.
- ☐ Write simple procedures.
- ☐ Learn how to create and activate buttons.
- ☐ Embed multimedia objects into a presentation.

Lecture and demonstration of the MicroWorlds environment.

Lecture and demonstration of LOGO vocabulary.

Create an interactive, multimedia storybook.

What is a programming language? (Approaches to Learning)

How can a programming language be used creatively to manipulate objects and events on a computer? (Approaches to Learning)

#### Formative:

Create a page for a storybook.

#### Summative:

Create an interactive, multimedia storybook.

## April

### LOGO PROGRAMMING LANGUAGE 2 :

User interactivity.

Manipulating text.

More button activity.

Pop-up messages.

User input.

#### Students will:

- ☐ Learn more LOGO vocabulary.
- ☐ Learn how to prompt a user.
- ☐ Learn to create instructions.
- ☐ Learn how to create pop-up messages.
- ☐ Learn how to allow for

Create a vocabulary list.

Create a library of favorite code segments.

Create a version of the children's game I-Spy.

Create a version of the game Jeopardy!

How can a programming language be used to create interactivity with a computer? (Approaches to Learning)

#### Formative:

Create a vocabulary list.

Create a library of favorite code segments.

#### Summative:

Vocabulary Quizzes

Coding Test



user input.  
☐ Create a game.

Create a version of the children's game I-Spy.

Create a version of the game Jeopardy!

## May

LOGO  
PROGRAMMING  
LANGUAGE 3 :

Programming colors  
Tessellations.  
Dragging objects  
Coordinate systems  
Generating random numbers  
The Design Cycle

Students will:  
☐ Learn how to program colors.  
☐ Work with coordinate systems to place objects  
☐ Write code to generate random numbers  
☐ Learn how to create tessellations  
☐ Write code for dragging objects

Drawing tessellations and making them interactive.

Adding to our vocabulary list and code library

Practicing the stages in the design cycle with more tessellations

Planning, designing, creating and evaluating an original game

How can the LOGO programming language allow me to be creative with complex, interactive designs? (Approaches to Learning)

Formative:  
Vocabulary lists

Code Library

Create tessellations

Summative:  
Design Project 1 - Animated sequence including procedures, if touching?, onClick, and onColor commands

Design Project 2 - An Original Game

## June

LOGO  
PROGRAMMING  
LANGUAGE 3 :

[See description in May](#)

## Technology Grade 8

Period		Content	Purpose/ Objectives	Activities & Resources	Areas of Interaction	Assessments
September	COMPUTER ETHICS :	WHC policies on computer/network use and computer lab conduct.  The ethical use of computers in society.	<u>Students will:</u> <input type="checkbox"/> Learn WHC policies on computer/network use and computer lab conduct listed in the student handbook. <input type="checkbox"/> Learn the <i>Ten Commandments of Computer Ethics</i> from the <a href="#">Computer Ethics Institute</a> . <input type="checkbox"/> Practice ethical personal conduct in the computer lab.	Review WHC student handbook policies on computer/network use and computer lab conduct.  Review of the <i>Ten Commandments of Computer Ethics</i> from the <a href="#">Computer Ethics Institute</a> .  Class and small group discussions on contemporary issues in computer ethics.	What are ethical and unethical uses of computers? (Homo Faber)  How can an unethical use of computers be confronted? (Homo Faber)	<u>Formative:</u> Essay on computer ethics at home.  <u>Summative:</u> Quiz and Test onWHC Policies and the <i>Ten Commandments of Computer Ethics</i> .
	THE DESIGN CYCLE :	The Design Cycle  Create a simple presentation	<u>Students will:</u> <input type="checkbox"/> Be introduced to the design cycle as applied to multimedia projects in Microworlds <input type="checkbox"/> Learn how to document a presentation <input type="checkbox"/> Make a presentation to a class	Create a simple presentation  Practice evaluating classmates' presentations	What is an effective presentation?  What are the steps in the design cycle?  (Approaches to Learning)	<u>Summative:</u> <u>Formative:</u>
October	Introduction to Graphic Design :	(See above)	(See above)	(See above)	(See above)	(See above)
November	Intro. to Photoshop :	<input type="checkbox"/> Move Tool <input type="checkbox"/> Marquee <input type="checkbox"/> Layers <input type="checkbox"/> Line Tool <input type="checkbox"/> Text Tool <input type="checkbox"/> Airbrush and Paintbrush <input type="checkbox"/> Colors and Mixer <input type="checkbox"/> Options Palette <input type="checkbox"/> Paint Bucket	Students will: <input type="checkbox"/> Apply various tools to achieve simple designs <input type="checkbox"/> Integrate text and shapes <input type="checkbox"/> Choose colors appropriate to a project <input type="checkbox"/> Manipulate layers <input type="checkbox"/> Cut and copy using marquees	<input type="checkbox"/> Simple logo project: students integrate text of their initials into a simple background <input type="checkbox"/> Lectures and demonstrations on large screen: show twice, have students call out or walk through steps the second time, then students practice at computers <input type="checkbox"/> Classroom practice	<i>How do one's Photoshop skills build upon each previously learned tool? Why is a holistic approach impossible at first but desirable at the end?</i> (ATL)	<u>Formative</u> <input type="checkbox"/> Participation grade derived from in-class practice <input type="checkbox"/> Students self-critique and improve on each successive design  <u>Summative</u> <input type="checkbox"/> "Personal Logo" design project--students integrate initials and full name into a colorful design which represents their likes and dislikes

<b>December</b>	Intro. to Photoshop :	(see above)	(see above)	(see above)	(see above)
<b>January</b>	Intermediate Photoshop :	<p><u>"Second-tier" Photoshop tools</u></p> <ul style="list-style-type: none"><li>□ Marquee modification: Expand/Contract, feathering</li><li>□ Add/Subtract with the Marquee</li><li>□ Opacity controls and effects</li><li>□ General introduction to filters</li><li>□ Load Selection</li><li>□ Guides and grid</li><li>□ Gradient tool</li></ul> <p><u>Basic effects and "tricks"</u></p> <ul style="list-style-type: none"><li>□ Drop Shadow in separate layer using Gaussian Blur filter</li><li>□ Glow effect in separate layer using Gaussian Blur filter</li><li>□ Bevel and Emboss</li><li>□ Carve effect</li></ul>	<p>Students will:</p> <ul style="list-style-type: none"><li>□ Plan out and execute "alpha" effects with feathering and opacity tools</li><li>□ Make logos and text look more realistic with drop shadows</li><li>□ Improve the quality of past work with new effects</li><li>□ Use the guides and grid to eliminate human error</li><li>□ Save things in Web-compatible form</li></ul>	<ul style="list-style-type: none"><li>□ Advanced design project: students make larger advertisements for company of their choice using special effects</li><li>□ Lectures and demonstrations on large screen: show twice, have students call out or walk through steps the second time, then students practice at computers</li><li>□ Classroom practice</li></ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"><li>□ Participation grade derived from in-class practice</li><li>□ Students self-critique and improve on each successive design</li><li>□ Evidence of new effects integrated into retouches of old work; students then comment on the improvements</li></ul> <p><u>Summative</u></p> <ul style="list-style-type: none"><li>□ Advertisement assignment for a company of student's choice using text and background art</li></ul>
<b>February</b>	Intermediate Photoshop :	(see above)	(see above)	(see above)	(see above)
<b>March</b>	Advanced Photoshop :	<p><u>"Third-tier" Photoshop tools</u></p> <ul style="list-style-type: none"><li>□ Masking to create selection</li><li>□ RGB to grayscale conversion</li><li>□ Image &gt; Adjust... tools, such as Color Balance and Selective Color</li><li>□ Patterns and fills</li><li>□ Merging layers</li><li>□ Transform tool</li></ul>	<p>Students will:</p> <ul style="list-style-type: none"><li>□ Produce text art using the advanced effects</li><li>□ Mimic common Web design tricks using advanced tricks</li><li>□ Make a sepia- or color-toned image using Photoshop tools</li><li>□ Use the transform tool to manipulate images taken from the Web</li></ul>	<ul style="list-style-type: none"><li>□ Text art</li><li>□ Photograph collages and transformations</li><li>□ Lectures and demonstrations on large screen: show twice, have students call out or walk through steps the second time, then students practice at computers</li><li>□ Classroom practice</li></ul>	<p><u>Formative</u></p> <ul style="list-style-type: none"><li>□ Participation grade derived from in-class practice</li><li>□ Students self-critique and improve on each successive design</li><li>□ Daily "competitions" to see who can most closely approximate instructor's designs</li></ul> <p><u>Summative</u></p> <ul style="list-style-type: none"><li>□ Photoshop concepts exam:</li></ul>

Advanced effects and "tricks"

- ☐ Interlace effect with blending mode
- ☐ Collages and image merging with masking tool plus gradient to create fade selection

part written, with vocabulary terms, and part performance, with students working at computers

**April**

*Advanced Photoshop :*

Tutorials

To let students independently learn advanced tips/tricks in Photoshop not necessarily covered in class presentations.

- ☐ Photoshop tutorials found online on websites such as absolutecross.net, etc.
- ☐ Tutorials will be divided between easy, medium, and hard levels of difficulty, for three, five, and ten points respectively. Students will need to accumulate 18 points total.

How can students apply what they have learned previously into the new concepts introduced by these tutorials?  
How can students use what they have learned from these tutorials to improve past works?

**May**

*FINAL PROJECT :*

Making a Portfolio of Photoshop Work

Students will:

- ☐ Assemble their past work into a single online portfolio.
- ☐ Apply new skills learned to past projects to improve or elaborate upon them.
- ☐ Include personal evaluations and critiques of their own work, as well as what techniques were used, and why.

Students will create a final work in Photoshop utilizing all of the skills, elements, and techniques which they have learned up to this point. They will then compile all of their work into one portfolio, which they will present to the class.

*What is the role of the graphic designer in society? How does understanding this role--and filling the role for a short time--give you a greater appreciation for this type of work? Where do you see these skills being applied and used on a regular basis? **Could you do this for a living?***  
(Homo faber)

Formative:  
Daily participation grade based on attitude, engagement, and interaction with peers

Summative:  
Final mark for project along MYP criteria standards (Criteria A through E for Technology)

**June**

*FINAL PROJECT :*

(see above)

(see above)

(see above)

(see above)

(see above)

Curriculum Map 2007-2008

Viewpoint School

Koss, Lindsay / Spanish 6 / Grade 6 (Middle School)

	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Books &amp; Resources</b>	<b>Instructional Strategies</b>	<b>Vocabulary</b>	<b>Essential Questions</b>
Preliminary chapter (Week 1, 3 Weeks)	Students are introduced to the Spanish language through the geography of the Spanish speaking world. They are taught basic vocabulary including colors, numbers 0-30, months, days, and basic classroom commands. Students learn to recognize cognates as a means for vocabulary acquisition. Students explore strategies for using their learning styles to study a foreign language.	Students will work on communicating about basic classroom procedures (eg-opening a textbook) in Spanish with the teachers and students in the classroom. They will also be able to identify vocabulary words in isolation. They will locate Spanish Speaking countries on a map.	Weekly vocabulary quizzes Preliminary chapter exam	Adelante: Book  Adelante: Workbook Adelante: Video Guide	Teacher led instruction Partner work Group Activities Listening activities	The alphabet, useful phrases, colors, days of the week, months of the year, numbers 0-30, Spanish speaking countries	How will students learn to become successful life-long learners of Spanish and learn to appreciate the importance and usefulness of Spanish? Which learning style do I favor and how can I use this to my advantage as I study a foreign language? What are strategies that I can employ to acquire new vocabulary in a foreign language?
Chapter 1 - Mucho gusto (Week 4, 6 Weeks)	Students learn to say hello and goodbye; to introduce people and to respond to an introduction; to ask how someone is and say how they are. Students also learn to ask how old someone is; to ask where someone is from and say where they are from. They also learn to talk	Students will be able to construct dialogues with proper rejoinders that include greetings, introductions and goodbyes. Students will be able to communicate basic personal information including their name, their age, their place of birth and their likes and dislikes. Students will be able to discuss the	Grammar quizzes Vocabulary quizzes Classroom presentations and skits Chapter 1 Exam	Adelante: Book and Workbook Adelante: Activities for Communication Adelante: Video Guide Adelante: Practice and Activity Book	TPR, written activities, skits, presentations, games, PowerPoint presentation on the Days of the Dead, sugar skull craft project	Saying hello and goodbye; introducing people and responding to an introduction; asking how someone is and saying how someone is; asking how old someone is; asking where someone is from and saying where you are from; numbers 0-30; talking about what you like and dislike	How do greetings differ in Spanish speaking countries and what does this reveal about Hispanic culture? What is an idiomatic expression and how does it complicate the issue of direct translation? What is a rejoinder and how can I use them to understand the phrases I learn contextually instead of in isolation?

about their likes and dislikes regarding school, sports and music with their classmates. Students will also learn useful phrases for everyday use as well as vocabulary for "El día de los muertos." Students learn the singular subject pronouns and begin to memorize the irregular conjugations of the verbs *ser* and *tener*.

Chapter 2 - Organize Primer + Segundo Pasos  (Week 10, 4 Weeks)	Students learn to talk about what they want and need; to say what's in their room; talk about they need and want to do.	Students can describe a classroom or an bedroom. Students can communicate what they need to do and what they want to do. Students learn to classify nouns by gender and number. Students can conjugate the verbs <i>necesitar</i> and <i>querer</i> . Students examine the concept of subject-verb agreement.	Grammar quizzes Ch. 2 Exam Vocabulary quizzes	Adelante: Book TPR and Workbook written Adelante: activities Activities for skits Communication presentations Adelante: games Video Guide Adelante: Practice and Activity Book	School supplies, bedroom furniture, infinitives, singular subject pronouns	How do the parts of speech in Spanish differ from English?  How does syntax differ from Spanish to English?  What is an infinitive and how do I use it in a sentence?  How do schools in Spanish speaking countries compare to American schools?
Chapter 2 - Organize Tercer Paso + verbs  (Week 14, 3 Weeks)	Students learn to talk about what you want and need to do; infinitives related to school;	Students will be able to talk about their daily activities by classifying activities as obligatory ( <i>necesitar</i> ) or desirable	Grammar quizzes Vocabulary quizzes Chapter 2 Exam # 2 Skits Oral presentations	Adelante: Book Group and Workbook activities Adelante: TPR Games Activities for Games Communication Adelante: Video Guide Adelante: Practice and	numbers 31-199 -ar/-er/-ir infinitives  verbs <i>necesitar/querer</i>	How does one communicate what they want and need to do?

	numbers 31- ( <i>querer</i> ). 199			Activity Book		
Chapter 3 - Nuevas clases, nuevos amigos Primer Paso  (Week 17, 4 Weeks)	Students will learn to talk about sequence events and tell time.	Students will be able to discuss school schedules with other students and teachers.	Grammar quizzes Vocabulary quizzes Classroom presentations and skits Chapter 3 Exam	Adelante: Book TPR, written and Workbook activities, Adelante: skits, Activities for presentations, Communication games Adelante: Video Guide Adelante: Practice and Activity Book	school classes (math, spanish, etc...) definite articles (the) indefinite articles (a, an, some, a few)  sequencing words (first, then, etc...)  telling time vocabulary	Can students talk about what classes they have and tell what time it is? To what extent is time culturally relative (when does afternoon begin and end)? What is a school day like in another country?
Chapter 3 - Nuevas clases, nuevos amigos - Segundo  (Week 21, 4 Weeks)	Students learn to tell at what time something happens and talk about being late or in a hurry. Students learn to use descriptive adjectives and examine the difference in the syntax of a sentence in English and Spanish.	Students will be able to discuss a school schedule with other students and teachers. Students will be able to describe a person or a place.	Grammar quizzes Vocabulary quizzes Classroom presentations and skits Chapter 3 Exam Segundo/Tercer Pasos	Adelante: Book TPR, written and Workbook activities, Adelante: skits, Activities for presentations, Communication games Adelante: Video Guide Adelante: Practice and Activity Book	School related vocabulary, descriptive adjectives	How does the syntax of a sentence differ between English and Spanish? What qualifies as a cognate and how can cognates be used to acquire new vocabulary?
Chapter 3 - Nuevas clases, nuevos amigos Tercer Pas  (Week 25, 3 Weeks)	Students learn to describe people and things . Students learn to express likes and dislikes using <i>gustar</i> .	Students will be able to describe people and things as well as talk about why they like and dislike things and people.	Grammar quizzes Vocabulary quizzes Classroom presentations and skits Chapter 3 Exam Adjective scavenger hunt	Adelante: Book TPR, written and Workbook activities, Adelante: skits, Activities for presentations, Communication games Adelante: Video Guide Adelante: Practice and Activity Book	Adjectives used to describe people and things.  School activities (dance, books, concerts, exams, parties)	How do I use verbs that work with indirect objects to discuss likes and dislikes?
Chapter 4 Que haces esta tarde primer paso  (Week 28, 5 Weeks)	Students learn to talk about their daily routines including leisure activities.	Students will be able to discuss their routines and talk about what they like and dislike doing during free time	Grammar quizzes Vocabulary quizzes Classroom presentations and skits Chapter 4 Exam Primer paso	Adelante: Book TPR, written and Workbook activities, Adelante: skits, Activities for presentations, Communication games Adelante: Video Guide Adelante: Practice and Activity Book	Infinitives, expressions of frequency	What is subject- verb agreement? What is the difference between a subject and a subject pronoun?

Review- Chapters 1-4 (Week 33, 4 Weeks)	Students learn to differentiate between the verbs <i>ser</i> and <i>estar</i> . Students will review how to talk about where they are from, what they look like, how they are feeling, and their daily routines.	Students will learn to conjugate the verbs <i>ser</i> and <i>estar</i> as well as be able to distinguish between when to use them.	Grammar/Vocabulary quizzes Exam Dialogues	Handouts Transparencies	Teacher-ed instruction Games Written activities Individual activities	Conjugated form of the verb SER Conjugated form of the verbs ESTAR Adjectives used to describe physical and personality characteristics	What are the differences between the verbs <i>ser</i> and <i>estar</i> ? Why can't we use the verbs interchangeably? When do we use <i>ser</i> and when do we use <i>estar</i> ?
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Keuchkerian, Claudia / Spanish 1A / Grade 7 (Middle School)

	Content	Skills	Assessments	Books & Resources	Instructional Strategies	Vocabulary	Essential Questions
Review and Chapter 5-El ritmo de la vida  (Week 1, 4 Weeks)	Brief review of 6th grade-chapters 1-4 and introduce Chapter 5 Review: Greetings and farewells Alphabet Subject pronouns Numbers 0-100 Days, months, and seasons Colors  Direct and Indirect Object Pronouns and agreement with objects Chapter 5: Gustar and encantar- (to like and to love)with clarifiers and indirect object pronouns Vocabulary: weekday and weekend activities Vocabulary: likes and dislikes: food, classes, music, and sports Regular verbs: -ar, -er and -ir: infinitives and conjugations Global Studies: Awareness of many Latin American countries' Independence days in September. Global Studies: Hispanic Heritage Month from September 15-October 15. Mention famous hispanics and their contributions in the United States.	Students will be able to: Express what they do during the week and weekends and how often they do it Express what they like and love Discuss what they like to do with their friends Give the date in Spanish Conjugate the -ar, -er and -ir verbs Write short paragraphs expressing their likes and dislikes Be aware of different countries' Independence Days and that Mexico's Independence Day is in September and not on May 5 Be familiar with Hispanic Heritage Month and be able to recognize different famous hispanics who have made contributions in the United States	Quizzes Chapter test including grammar, short essay, listening, and reading comprehension sections	Adelante-Chapters 5of the textbook Adelante-Chapters 5Workbook Adelante-Video series Transparencies  Handouts given in class: infinitives, frequency, and sequence of events vocabulary	Written activities in class using the textbook and handouts Guided review of vocabulary and grammar through discussion and group activities Audio-comprehension activities Note-taking	Alphabet Subject Pronouns Greetings and farewells Numbers 0-100 Days, months, and seasons Colors Likes and dislikes- the clarifiers and the indirect object pronouns: A mi me, A ti te, A el le, etc. Likes and dislikes: sports, foods, classes, and music Verb handout: -ar, -er and -ir ending infinitives Vocabulary handout: frequency and sequence of events Classes, sports, food, and music	How do we greet each other?  How do I express my likes and dislikes?

Chapter 5- continued (Week 5, 5 Weeks)	The weather Frequency terms Negations (nunca, nada, nadie) Quien and quienes Name and location of Spanish speaking countries on map Additional regular -ar, -er and -ir infinitives	Describe the weather Ability to ask questions about how often they perform activities and hobbies Know the meaning of present -ar, -er, and -ir verbs Write short paragraphs and letters Use the infinitive after a conjugated verb in sentences Locate Spanish speaking countries on a map	Brief quiz on asking and answering yes/no questions Quiz on present -ar verbs and using the infinitive after a conjugated verb Chapter 2 test including grammar, short essay, listening and reading comprehension sections	Adelante- Chapters 5-6 of the textbook Adelante- Chapters 5-6 Workbook Adelante- Video Adelante-CD series Transparencies	Written activities in class using the textbook and handouts Guided review of vocabulary and grammar through discussion and group activities including skits and games Audio-comprehension activities Note-taking and handout activities	Present -ar, -er, ir verbs Asking and answering questions Express the infinitive after a conjugated verb: quisiera bailar, deseo cantar, necesito estudiar Frequency: siempre, a veces, muchas veces, todos los dias	What's the weather like today? What's your favorite season and why? Who is he or who are they? What do you like to do and with whom? How frequently do you ...?
Chapter 5- continued Chapter 6 (Week 10, 4 Weeks)	Vocabulary on family and relatives Additional -ar, er, and -ir present tense regular verbs Present tense of the verbs ser and ir Descriptive adjectives Build on writing and reading skills Culture: Dia de los Muertos (Day of the Dead)	Be able to conjugate and use ser, ir, and -ar, er, -ir verbs Write and read paragraphs and letters in the target language Know the vocabulary on family and relatives Be able to describe members in their family	Quizzes Chapter test including grammar, short essay, listening, and reading comprehension sections	Adelante- Chapters 5-6 of the textbook Adelante- Chapters 5-6 Workbook Adelante- Video Adelante-CD series Transparencies	Written activities in class using the textbook and handouts Guided review of vocabulary and grammar through discussion and group activities including games Audio-comprehension activities Note-taking and handout activities	Family and relatives Additional -ar, er, and -ir present tense regular verbs Ser and ir verbs Descriptive adjectives Dia de los Muertos	Where are you from? How many members are in your family and who are they? Describe the members in your family physically. What are their personalities like? Where do you and your family go on weekdays and weekends? What is Dia de los Muertos and how is it celebrated?
Chapter 6- Entre familia (Week 14, 3 Weeks)	Family Possessive adjectives The verbs hacer, ser, salir, deber, poner The personal a	Describe family members Discuss activities a family does together Discussing problems and giving advice Describe family members	Quizzes Chapter 6 test including grammar, short essay, listening and reading comprehension sections	Adelante- Chapters 5-6 of the textbook and En Camino chapters 7-8 Adelante- Chapters 5-6 Workbook and En Camino chapters 7-8 Adelante- Video Adelante-CD series Transparencies	Guided review of vocabulary and grammar through discussion and group activities including games Audio-comprehension activities Note-taking and handout activities	Words that describe people Family members and relatives Household chores	How many people are in your family? What is your family like? Describe a family member
Chapter 6 (Week 17, 4 Weeks)	Ser+ de for possession Asking possession of objects (De quien es...?) What do you	Express likes, dislikes, and personal tastes Ask and answer questions	Quiz on likes, dislikes, and personal tastes Brief quiz on possession of objects Brief quiz on -	Adelante- Chapters 5-6 of the textbook and En Camino chapters 7-8 Adelante-	Discussions Cooperative learning by working in groups to improve oral and	Found in textbook (p.120) Los animales: un gato, un pájaro, un perro Los deportes: el básquetbol, el beisbol, el futbol, el futbol americano, el tenis, el volibol Las películas: comicas, de aventura, de ciencia ficcion, de horror/de terror La musica: el jazz, la musica clásica, la musica	What do you like? What don't you like? What are your personal tastes in music, animals, sports, nature, art, and school? Whose book is it?

like more? (Que te gusta más?) The present tense of regular -er and -ir ending verbs Vocabulary on sports, nature, art, music, animals, and school subjects Culture: La quinceañera (p.122)	about the possession of objects Conjugate present -er and -ir verbs	er and -ir verbs Chapter 5 test including grammar, short essay, listening and reading comprehension sections	Chapters 5-6 Workbook and En Camino chapters 7-8 Adelante-Video Adelante-CD series Transparencies	comprehension rock skills Worksheets Games Note-taking	El arte: la escultura, la pintura Las ciencias: la biología, la química Los verbos: aprender, beber, compartir, comprender, compartir, correr, escribir, beber, recibir, vender, vivir
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Can you conjugate the verbs correr or vivir?

## Chapter 7

(Week 21,  
4 Weeks)

Chapter 7- Adonde vamos?	The verb ir and the contraction al The verbs querer and preferir (Week 25, 3 Weeks) Expressions with tener Vocabulary on places in a city and public buildings Numbers from 20 to 100 Culture: cities in Spanish-speaking countries, addresses and phone numbers	Express desires and preferences Identify places in a city and public buildings Use ir (to go) Use numbers 20 to 100 Use expressions with tener	Quiz on ir, tener, querer, and preferir Brief quiz on vocabulary Brief quiz on numbers Chapter 7 test including grammar, short essay, listening and reading comprehension sections	Adelante- Chapters 5-6 of the textbook and En Camino chapters 7-8 Adelante- Chapters 5-6 Workbook and En Camino chapters 7-8 Adelante-Video Adelante-CD series Transparencies	Guided review of vocabulary through discussion and group activities including games Audio-comprehension activities Note-taking and handout activities	Verbs to go, to have, to want, and to prefer Places in a city and public buildings Numbers from 20 to 100	Can you say Pedro wants to travel to Costa Rica? How do you say I go to the library often? Can you say I am hungry in Spanish? Do you know the numbers 20 to 100 in Spanish?
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Chapter 8- Donde esta?	The preposition de and the definite article el (Week 28, 5 Weeks) The verb estar Ask and give directions The imperative with Ud. and Uds. Culture: the Spanish language in the world	Ability to ask and give directions Use del Use estar imperative	Quiz on ir, tener, querer, and preferir Quiz on asking and giving directions Brief quiz on del, the imperative, and estar Chapter 8 test including grammar, short essay, listening and reading comprehension sections	Adelante- Chapters 5-6 of the textbook and En Camino chapters 7-8 Adelante- Chapters 5-6 Workbook and En Camino chapters 7-8 Adelante-Video Adelante-CD series Transparencies	Guided review of vocabulary through discussion and group activities including games Audio-comprehension activities Note-taking and handout activities	How to ask and give directions	Can you tell Alejandra how to get to the bank? Can you tell your little brother to clean your room?
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Chapter 9- La fiesta del pueblo!	Telling time Questions about time The verb venir (Week 33, 4 Weeks) Estar+ adjectives of condition Culture: fiestas and holidays	Asking and telling time Use of venir (to come) Use of estar+ adjectives of condition	Quiz asking and giving time Quiz on venir and estar+ adjectives of condition Chapter 9 test including grammar, short essay, listening and reading comprehension	Ya Veras! Nivel 1- Textbook Ya Veras! Nivel 1- Workbook Ya Veras! Nivel 1-Video Transparencies	Guided review of vocabulary and grammar through discussion and group activities including games Audio-comprehension activities Note-taking and handout	Expressions in order to ask and tell time Expressions to describe physical or emotional conditions	How do you ask what time it is in Spanish? Can you tell Monica it's 2:15 in the afternoon? Can you say you are happy or tired?
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sections

activities

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## Curriculum Map 2007-2008

Viewpoint School

Keuchkerian, Claudia / Spanish 1B Honors / Grade 8 (Middle School)

	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Books &amp; Resources</b>	<b>Instructional Strategies</b>	<b>Vocabulary</b>	<b>Essential Questions</b>
Aventuras Ch. 5-6 (Week 1, 4 Weeks)	Aventuras Ch. 5 (Las vacaciones)- estar with conditions and emotions, the present progressive, comparing ser and estar, and direct object pronouns. Chapter 6 (DeCompras)- with preterite tense of regular verbs, indirect object pronouns and demonstrative adjectives and pronouns.	Students will learn to: replace direct object with direct object pronouns, speak using the present progressive, know when to use ser and estar with preterite tense adjectives correctly, and learn to speak in the past using the preterit adjectives and tense.	Calentamiento quizzes Regular quizzes Tests Presentations	Aventuras, Primer curso de lengua espanola. 2nd edition Book, Workbook Manual and Lab Manual.	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen listening comprehension, and guided readers to strengthen reading comprehension.	Infinitives ch. 1-5, DOP, present progressive, adjectives used with estar, adjectives used with ser, Aventuras CH. 1-5 infinitives	How do I tell people what I've done in the past? How do I ask people what they done and where they've gone?
Aventuras Ch. 7-8 (Week 5, 5 Weeks)	Aventuras Chapter 7 (la vida diaria) - sequencing words, reflexive verbs, indefinite and negative words, the preterite of serverbs like and ir, and verbs like gustar. Chapter 8 (a comer) - adjectives that describe food, the preterite of stem-changing verbs, double object pronouns, saber and conocer, and comparisons and superlatives.	Students will learn to: discuss their daily routine and personal hygiene, talk about what they did in the past, learn to use serverbs like gustar, order food in a restaurant, use stem changing preterite verbs, use double object pronouns, make comparisons and when to use saber or conocer.	Calentamiento quizzes Quiz - lecciones 7 & 8 Quiz - double object pronouns, saber vs. conocer, food Exam- Lecciones 7 & 8 Presentations - skits Exam Study Guide Lecciones 7 & 8	Aventuras, Primer curso de lengua espanola. 2nd edition Book, Workbook Manual and Lab Manual.	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen listening comprehension, and guided readers to strengthen reading comprehension.	Lección 7-	How was the food?

Preterite vs. Imperfect (Aventuras Ch. 9-10)  (Week 10, 4 Weeks)	The Preterite tense (regular, stem changing and irregular verbs)  Que vs. cual  Interrogative words  The Imperfect tense (regular and irregular verbs)	Students will learn to wish somebody a happy birthday, talk about celebrations and personal relationships, express gratitude, and narrate in the past tense using both the preterite and imperfect tenses.	Calentamiento Aventuras, Primer curso de lengua espanola. 2nd edition  Quiz - the preterite tense (regular and irregular verb conjugations)  Quiz - the imperfect tense (regular and irregular verb conjugations)  Exam- Preterite and Imperfect	Aventuras, Primer curso de lengua espanola. 2nd edition  Book, Workbook Manual and Lab Manual.	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction as well as use of the CDs and videos to strengthen listening comprehension, and guided readers to strengthen reading comprehension.	Types of celebrations (wedding, anniversary, graduation, etc...) Food and dessert associated with the celebrations (champagne, ice cream, etc...) Personal relationships (single, divorced, to fall in love, etc...) Stage of life vocabulary (to be born, childhood, retirement, etc...) Key words to express the preterite and imperfect (yesterday, frequently, often, etc...)	Can I effectively narrate a story in the past using the preterite and imperfect?
The Imperfect tense  (Week 14, 3 Weeks)	The imperfect tense (regular and irregular verbs)  Imperfect oral presentation	Students will learn to tell stories in the past tense (the imperfect) about what they used to like and dislike as a child. This will help them later distinguish between the imperfect and preterite tenses.	Oral presentation to the class.  Calentamiento quizzes.  Examen - preterite & imperfect	Aventuras, Primer curso de lengua espanola. 2nd edition.  Book & Workbook Manual.	Guided instruction as well as paired and group activities.	Vocabulary related to school, home, animals.	Can I tell people about what I used to like and dislike as a child?
Aventuras Ch. 10 + 11.1  (Week 17, 4 Weeks)	Students will be reviewing for semester exams as well as finishing Chapter 10 and starting Chapter 11.	Students will learn to use impersonal expressions in a passive voice (Spanish is spoken here)	Calentamiento quizzes  Quizzes- preterite vs. imperfect  Quiz-Chapter	Aventuras, Primer curso de lengua espanola. 2nd edition  Book & Workbook	Teacher led instruction  Pair and group work	Parts of the body  Verbs related to health and the body  Health vocabulary	

	Chapter 10: constructions with -se ("se" with unplanned events and the impersonal "se"), the imperfect tense and adverbs. Chapter 11.1: preterite contrasted with the imperfect.	in daily conversation as well as talk about accidents related to unplanned events (i.e. forgetting a book at home). Students will also learn to use adverbs to talk about how, when and where actions took place.	10 (se constructions, adverbs, preterite vs. imperfect)	Manual Handouts - preterite vs. imperfect Handouts - constructions with se Reading comprehension excerpts		Adjectives	
Preterite vs. Imperfect (Week 21, 4 Weeks)	Preterite vs. Imperfect Verbs that change meaning in the preterite and imperfect  Fairytale Video Project	Students will narrate a story using both the preterite and imperfect tenses, then create a script and film the fairytale.	Fairytale video story. (Students will write a fairytale story in the past tense using the preterite and imperfect with a group.)	Aventuras, Primer curso de lengua espanola. 2nd edition Book & Workbook Manual. Handouts - preterite vs. imperfect	Group work Teacher led discussions	Fairytale vocabulary (kingdom, prince, princess, hero, villain, problems)	Can a group of students work together to effectively create a fairytale and share the fairytale with others?
Aventuras Ch. 11, Ch. 12.1, 12.2 (Week 25, 3 Weeks)	Chapter 11 - por vs. para, preterite vs. imperfect Chapter 12 - informal commands (both affirmative and negative), formal commands, present subjunctive	Students will learn to tell people their age as well as adults what to do. Also, students will learn to express wants, wishes, desires, needs, and doubts using the subjunctive mood.	Calentamiento quizzes Fairytale Video project due (from February) Quiz- commands (both formal and informal) Exam- Chapter 11	Aventuras, Primer curso de lengua espanola. 2nd edition Book & Workbook Manual Handouts- subjunctive Handouts - commands	Guided instruction pair and group activities student led activities use of realia and original materials	Vocabulary related to: the car technology the internet the computer por and para	Can students effectively communicate what an important role transportation and technology play in their lives and in society?
Aventuras Ch. 12-13							

(Week 28, 5  
Weeks)

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Curriculum Map 2007-2008

Viewpoint School

Koss, Lindsay / Spanish 1A - Beginning / Grades 7 - 8 (Middle School)

Cross, Emphasis / Spanish / Beginning / Grades 7 - 8 (Middle School)							
	Content	Skills	Assessments	Books & Resources	Instructional Strategies	Vocabulary	Essential Questions
Intro to Foreign Language- Preliminary chapter (Week 1, 3 Weeks)	Students are introduced to the Spanish language through the geography of the Spanish speaking world. They are taught basic vocabulary including colors, numbers 0-30, months, days, and basic classroom commands. Students learn to recognize cognates as a means for vocabulary acquisition. Students explore strategies for using their learning styles to study a foreign language.	Students will work on communicating about basic classroom procedures (eg- opening a textbook) in Spanish with the teachers and students in the classroom. They will also be able to identify vocabulary words in isolation. They will locate Spanish Speaking countries on a map.	Weekly vocabulary quizzes Preliminary chapter exam	Adelante: Book Adelante: Workbook Adelante: Video Guide	Teacher led instruction Partner work Group Activities Listening activities	The alphabet, useful phrases, colors, days of the week, months of the year, numbers 0-30, Spanish speaking countries	How will students learn to become successful life-long learners of Spanish and learn to appreciate the importance and usefulness of Spanish? Which learning style do I favor and how can I use this to my advantage as I study a foreign language? What are strategies that I can employ to acquire new vocabulary in a foreign language?
Chapter 1- Mucho Gusto (Week 3, 2 Weeks)	Students learn to say hello and goodbye; to introduce people and to respond to an introduction; to ask how someone is and say how they are. Students also learn to ask how old someone is; to ask where someone is from and say where they are from. They also learn to talk about their likes and dislikes regarding school, sports and music with their classmates.	Students will be able to construct dialogues with proper rejoinders that include greetings, introductions and goodbyes. Students will be able to communicate basic personal information including their name, their age, their place of birth and their likes and dislikes. Students will be able to discuss the ways in which the Days of the Dead are celebrated in Mexico, including the elements of a traditional altar.	Grammar quizzes Vocabulary quizzes Classroom presentations and skits Chapter 1 exam	Adelante: Book TPR and Workbook Adelante: Activities for Communication Adelante: Video Guide Adelante: Practice and Activity Book	written activities skits presentations games PowerPoint presentation on the Days of the Dead Sugar skull craft project	Saying hello and goodbye; introducing people and responding to an introduction; asking how someone is and saying how someone is; asking how old someone is; asking where someone is from and saying where you are from; numbers 0-30; talking about what you like and dislike.	How do greetings differ in Spanish speaking countries and what does this reveal about Hispanic culture? What is an idiomatic expression and how does it complicate direct translation? What is a rejoinder and how can I use them to understand the phrases I learn contextually instead of in isolation?
Chapter 2-	Students learn to	Students can	Grammar	Adelante: Book TPR	Talking about what you want and need.		How do the

Organizate (Week 5, 4 Weeks)	talk about what they want and need; to say what's in their room; talk about they need and want to do. Students examine the concept of subject-verb agreement.	describe a classroom or a bedroom. Students can communicate what they need to do and what they want to do. Students learn to classify nouns by gender and number. Students can conjugate the verbs <i>necesitar</i> and <i>querer</i> . Students are able to make verbs agree with subjects and to determine subjects based on verb endings.	quizzes Vocabulary quizzes Classroom presentations and skits Chapter 2 Exam	and Workbook Adelante: Activities for Communication Adelante: Video Guide Adelante: Practice and Activity Book	written activities skits presentations games	Saying what's in your room. Talking about what you need and want to do. Numbers 31-199.	parts of speech in Spanish differ from English?  How does syntax differ from Spanish to English?  What is an infinitive and how do I use it in a sentence?  How do schools in Spanish speaking countries compare to American schools?
Chapter 3- Nuevas clases, nuevos amigos (Week 9, 8 Weeks)	Students will learn to talk about classes, sequence events, tell time, tell at what time something happens, talk about being late or in a hurry, describe people and things and learn to talk about things they like and explain why. Students will explore cultural traditions in Spanish culture and schools including the observation of a midday siesta & grading systems.	Students will be able to describe people and things. Students will be able to discuss an academic schedule including what classes meet at which times and on which days.	Grammar quizzes Paso Quizzes (from the chapter) Chapter exam Project- Video Project about classes at Viewpoint	Adelante: Book Teacher led and Workbook instruction Adelante: Partner work Activities for Group Communicationactivities Adelante: Listening activities Singing Practice and Activity Book		School subjects, sequencing words, the verb <i>Ser</i> (to tell time), time vocabulary, the verb <i>estar</i> , adjectives (used when describing people and things), school vocabulary (dance, exams, sports, etc.), the verb <i>gustar</i> (to express likes and dislikes).	How do school systems in Spanish speaking countries compare to a Viewpoint schedule? What is noun-adjective agreement?
Ch. 4-Que haces esta tarde (Week 17, 5 Weeks)	Students learn to talk about what they like to do, talk about what they do during free time, tell where people and things are, and talk about where they go during free time.	Students will be able to talk about what they like to do during their free time. Students can discuss leisure activities.	Grammar quizzes Vocabulary quizzes Chapter exam	Adelante: Book Teacher led & Workbook instruction Adelante: Group work Activities for Pair activities Communication Adelante: Singing Video Guide Adelante: Practice & Activity Book		Verb <i>gustar</i> , infinitives, location prepositions, verb <i>estar</i> , buildings around town, days of the week.	How are activities that students do different in Hispanic countries compared to those here in the United States?
Chapter 5 (Week 22, 6 Weeks)	Students will review the plural forms of <i>gustar</i> and <i>encantar</i> - (to like and to love) with clarifiers	Students will be able to express what they do during the week and weekends and how often they	Quizzes Chapter test including grammar, short essay, listening, and reading	Adelante- Chapters 5-6 of the textbook Adelante- Chapters 5-6 Workbook Adelante-Video	Written activities in class using the textbook and handouts Guided review of vocabulary	Likes and dislikes- the clarifiers and the indirect object pronouns: <i>A mi me</i> , <i>A ti te</i> , <i>A el le</i> , etc. Likes and dislikes: sports, foods, classes, and music Verb handout: -ar, -er and -ir ending infinitives	How do patterns in conjugations allow me to identify the subject in Spanish?

	and indirect object pronouns. Students will learn the conjugation patterns for regular -ar, -er, and -ir verbs. Students will learn vocabulary to discuss leisure activities including food, classes, music and sports. Students will learn how to use expressions of frequency to say how often they participate in activities.	do it, what they like and love to do, and give the date in Spanish. Students will be able to conjugate regular -ar, -er and -ir verbs.	comprehension sections Adelante-CD series Transparencias	and grammar through discussion and group activities Audio-comprehension activities Note taking		What are different methods for memorizing the definitions and conjugations of new verbs and which works best for my learning style?	
Chapter 6 (Week 28, 4 Weeks)	Students will learn to discuss possession of objects using the verb <i>ser</i> or possessive adjectives. Students will learn how to discuss their family tree. Students will continue to practice the conjugation patterns for regular verbs in Spanish and will expand their knowledge of infinitive vocabulary.,	Students will be able to express likes, dislikes, and personal tastes, possession of objects and onjugate present -er and -ir verbs	Quiz on likes, dislikes, and personal tastes, possession of objects Brief quiz on -er and -ir verbs Chapter 5 test including grammar, short essay, listening and reading comprehension sections	Adelante- Chapters 5-6 of the textbook and En Camino chapters 7-8 Adelante- Chapters 5-6 En Camino chapters 7-8 Adelante-Video Games Note taking	Discussions Found in textbook (p.120) Cooperative learning by groups to improve oral and comprehension skills Worksheets Games Note taking	La familia Los animales: un gato,un pájaro,un perro Los deportes: el básquetbol,el beisbol,el futbol,el futbol americano,el tenis,el volibol Las películas: comicas, de aventura,de ciencia ficcion, de horror/de terror La musica: el jazz,la musica clásica,la musica rock El arte: la escultura,la pintura Las ciencias: la biologia,la quimica Los verbos: aprender,beber,compartir,comprender, compartir,correr,escribir,beber,recibir,vender,vivir	How do possessive adjectives differ from descriptive adjectives in Spanish? In what ways are they similar? What is the structure of a family in a Spanish speaking country? What is an extended family and what is a nuclear family? To what extent are ideas about family structure and obligations to family dictated by culture?
Chapter 7 & 8 (Week 32, 7 Weeks)	Students will explore the forms and uses of the irregular verb <i>ir</i> and the contractions <i>al</i> and <i>del</i> . Students will learn to conjugate stem-change verbs in Spanish including <i>querer</i> and <i>preferir</i> . Students will study idiomatic	Students will be able to express desires and preferences, identify places in a city and public buildings, ask and give directions, use the irregular verbs <i>ir</i> (to go) and <i>estar</i> (to be), count from 20	Quiz on <i>ir</i> , <i>tener</i> , <i>querer</i> , and <i>preferir</i> Brief quiz on vocabulary Brief quiz on numbers Chapter 7 test including grammar, short essay, listening and reading comprehension sections Quiz on <i>ir</i> , <i>tener</i> , <i>querer</i> ,	Adelante- Chapters 5-6 of the textbook and En Camino chapters 7-8 Adelante- Chapters 5-6 Workbook and En Camino chapters 7-8 Adelante-Video Games Note taking	Guided review of vocabulary and grammar through discussion and group activities including games Audio-comprehension activities Note-taking and handout	Food Locations in a city	How does cuisine reflect the unique geography and culture of each Spanish speaking country? What does cuisine reveal about a culture?

expressions withto 100, and use and preferir		
the verb <i>tener</i> .	idiomatic	Quiz on asking
Students will	expressions	and giving
learn how to	with tener.	directions
conjuage and	Students will	Brief quiz on
use the irregular	be able to read	del, the
verb <i>estar</i> to	a menu in	imperative,
discuss	Spanish and	and <i>estar</i>
locations in a	order and	Chapter 8 test
city and public	comment on	including
buildings.	food.	grammar, short
Students will		essay, listening
learn how to		and reading
read a menu in		comprehension
Spanish and		sections
order and		Oral
comment on		Presentations-
food.		Food

## Curriculum Map 2007-2008

Viewpoint School

Koss, Lindsay / Spanish 1B / Grade 8 (Middle School)

	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Books &amp; Resources</b>	<b>Instructional Strategies</b>	<b>Vocabulary</b>	<b>Essential Questions</b>
Review of Spanish 1A (Week 1, 4 Weeks)	Students will review the content of Spanish 1A: subject-verb agreement; the present tense including irregular and stem-change verb; gustar; noun-adjective agreement; infinitive vocabulary. Students will review the geography of the Spanish speaking world.	Students will be able to use verbs to discuss their routines using the present tense forms of verbs. Students will be able to identify the location and spell the names of Spanish speaking countries on a map.	Map quiz; comprehensive verb mastery quiz (present tense and gustar); boardgame project (students produce a game with questions that tests knowledge of the topics covered in the review unit)	Ven Conmigo! En Camino (Spanish 1B) text book, Capitulo Puente, Chapters 5-6 text book site	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen listening comprehension, and guided readers(Lee Conmigo) to strengthen reading comprehension.	Review of vocab, Chapters 1-8(From Ven Conmigo!: Adelante and En Camino)	How do I express actions in the present tense? What vocabulary do I need to review from last year? How is foreign language study a cumulative endeavor and what do I need to do to retain an active knowledge of vocabulary and grammar learned in previous units? How do I write questions that test knowledge of a grammar and vocabulary? Where are the countries and capitals in Latin America and what are their names?
Chapter 9: primer y segundo pasos (Week 5, 5 Weeks)	Students will learn to talk about clothing and gift giving, make comparisons, use direct and indirect objects in a sentence, give directions, use demonstrative adjectives. Students will also	Students will be able to make suggestions, asking for directions, comment on their relative distance from an object using demonstrative adjectives. Students will also be able to identify a direct and/or	Vocabulary quizzes, verb quizzes, listening comprehension, chapter exam, fashion show project.	Ven Conmigo! En Camino (Spanish 1B), text, workbook, video packets, listening CD's and packet, Lee Conmigo reader, realia, authentic and	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen listening comprehension, and guided readers(Lee	Gifts and gift suggestions, stores, items of clothing, words describing clothing(colors, patterns, materials, etc.) Phrases to express whether things are cheap, expensive, a great deal, etc.	What connections exist between English and Spanish? To what extent can I use my knowledge of English grammar to facilitate my understanding of new grammar I learn in Spanish? To what extent is translation

participate in indirect object in  
discussions a sentence and  
about rewrite the  
Hispanic sentence  
heritage replacing the  
month object with a  
(September pronoun.  
15-October Students will  
15) by also be able to  
discussing the answer questions  
art of Diego using  
Rivera and object pronouns.  
Days of the  
Dead  
celebrations  
in Oaxaca  
Mexico.  
Students can  
opt to visit  
the Latin  
American Art  
exhibit at  
LACMA or  
can visit  
Olvera Street.

teacher Conmigo) to  
created strengthen  
reading reading  
materials comprehension.  
book web  
site

reliable? How  
does syntax  
differ in the  
structure of  
statements and  
questions?  
How does  
syntax differ  
between  
English and  
Spanish  
sentence  
structures?  
What does  
Hispanic  
mean? What  
is Hispanic  
Heritage  
month and  
when/how is it  
celebrated?  
What  
resources do I  
have at my  
disposal  
locally to  
explore  
Hispanic  
heritage all  
year long?  
Who is Diego  
Rivera and  
what are his  
artistic  
contributions?  
How is mural  
art used as a  
means of  
political and  
social  
expression?

Chapter 10: primer paso  (Week 10, 7 Weeks)	Students will learn the names and traditions associated with various Hispanic and American holidays. Students will learn to discuss preparations for a party.	Students will be able to talk about what they are doing right now (present tense), ask for opinion, and make polite requests using familiar commands. Students will	Vocabulary quizzes, verb quizzes, oral assessment, listening comprehension, oral presenation	Ven Conmigo! En Camino (Spanish 1B), text, workbook, video packets, listening CD's and packet, Lee Conmigo	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen	Holidays. Months and seasons. Preparing the house for a party. Asking for and giving an opinion. Making and declining/accepting requests for help.	How does the present tense differ from the present progressive and when is it appropriate to use either? What holidays are celebrated in both the American and Hispanic cultures?
--	---	---	--	---	--	--	---

	Students will learn how to use the present progressive to talk about what they are doing right now. Students will learn to use familiar commands to make polite requests.	also be able to discuss holidays celebrated in Hispanic countries and the United States.		reader, realia, authentic and teacher created reading materials	listening comprehension, and guided readers(Lee Connmigo) to strengthen reading comprehension.		How do celebrations of these holidays differ and how are they similar? Which holidays are celebrated only in the Spanish speaking world? Why do both the United States and Spanish speaking countries celebrate Independence Days while Spain does not?
Final Exam review- 1st semester  (Week 17, 2 Weeks)	Review and study for the final exam	All described in previous units of this map.	Chapter 9-10 Exam. Includes: Listening, reading, writing, vocabulary and grammar.	Ven Connmigo! En Camino (Spanish 1B), text, workbook, video packets, listening CD's and packet, Lee Connmigo reader, realia, authentic and teacher created reading materials	Guided review sessions. Students independently bring review questions to class and practice skills with guidance of teacher	All covered in Chapter 9-10	How do I review for a cumulative exam? What is the difference between active and passive knowledge?
Chapter 10: tercer paso  (Week 19, 2 Weeks)	Students will learn how to form and use the preterite tense to discuss completed actions in the	Students will be able to use the preterite to talk about past events (regular verbs, ser/ir, hacer and spell-change verbs).	Vocabulary quizzes, verb quizzes, oral assessment, short essay, listening comprehension.	Ven Connmigo! En Camino (Spanish 1B), text, workbook, video	Guided instruction, paired and group activities, use of realia and original materials. Use	Time expressions p. 188. Review days of week, question words "quien" and "quienes", free-time activities and household chores.	How does the verb of a sentence in Spanish reveal the time frame of an action? What words in a sentence

past tense.

packets, of  
listening transparencies  
CD's and in instruction.  
packet, Use of CD and  
Lee video to  
Connmigo strengthen  
reader, listeing  
realia, comprehension,  
authentic and guided  
and readers(Lee  
teacher Connmigo) to  
created strengthen  
reading reading  
materials comprehension.  
book web  
site

besides the  
verb allow the  
listener/reader  
to indentify  
the time frame  
of a narrative?  
How do accent  
marks  
influence both  
the  
pronunciation  
and  
interpretation  
of subject and  
tense of a  
verb?

Chapter 11 (Week 21, 3 Weeks)	Students will learn to discuss their body and their health by using new vocabulary and reflexive verbs. Students will review how to use verbs that take an indirect object and will learn the new verb <i>doler</i> (to hurt) to discuss physical conditions.	Students will be able to discuss their physical and emotional well being.	Vocabulary quizzes, verb quizzes, oral assessment, short essay, listening comprehension.	Ven Connmigo! En Camino (Spanish 1B), text, workbook, video packets, listening CD's and packet, Lee Connmigo reader, realia, authentic and teacher created reading materials	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen listeing comprehension, and guided readers(Lee Connmigo) to strengthen reading comprehension.	Fitness, physical/emotional states, the body	How does the sentence structure change when I use a verb with an indirect object? Which adjectives convey permanence? How can my diction reveal to a listener whether or not a condition is permanent or temporary? How do Hispanic and American attitudes about health and fitness differ? How are they similar?
Chapter 12: primer y segundo paso (Week 32, 3 Weeks)	Grammar and Vocabulary in Context of the Chapter (Unas vacaciones ideales)	Talking about what you do and like to do every day. Making future plans. Talking about what you'd like to do on vacation	Vocabulary quizzes, verb quizzes, oral assessment, short essay, listening comprehension.	Ven Connmigo! En Camino (Spanish 1B), text, workbook, video packets, of	Guided instruction, paired and group activities, use of realia and original materials. Use of	Vacation items p. 254, Vacation Activities p. 261	How do I talk about what I like to do? How do I describe my future plans? What would I like to do on vacation?



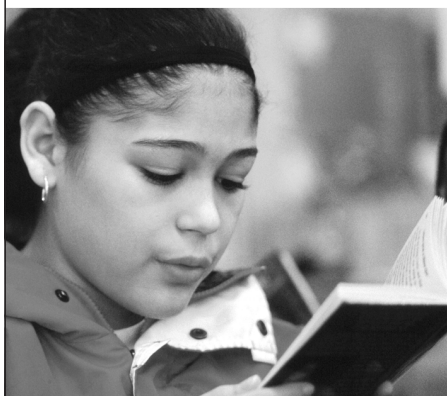
				listening CD's and packet, Lee Connmigo reader, realia, authentic and teacher created reading materials book web site	transparencies in instruction. Use of CD and video to strengthen listening comprehension, and guided readers(Lee Connmigo) to strengthen reading comprehension.		
Chapter 12: tercer paso  (Week 35, 3 Weeks)	Grammar and Vocabulary the Context of the Chapter about vacations (Unas vacaciones ideales)	Saying where you went and what you did on vacation. Review of present progressive tense. Ser versus estar.	Vocabulary quizzes, verb quizzes, oral short essay, listening comprehension.	Ven Connmigo! En Camino (Spanish 1B), text, workbook, video packets, listening CD's and packet, Lee Connmigo reader, realia, authentic and teacher created reading materials book web site	Guided instruction, paired and group activities, use of realia and original materials. Use of transparencies in instruction. Use of CD and video to strengthen listening comprehension, and guided readers(Lee Connmigo) to strengthen reading comprehension.	Countries and nationalities p. 272 and notes	How do I describe my vacation after it's over? What are the names of different countries and nationalities in Spanish?
Final Exam Review  (Week 38, 1 Week)	Review and study for the final exam	All described in previous units of exam this map.	Chapter 10-12	Ven Connmigo! En Camino (Spanish 1B), text, workbook, video packets, listening CD's and packet, Lee Connmigo reader, realia, authentic	Guided review sessions. Students independently bring review questions to class and practice skills with guidance of teacher. Additionally use of self- paced review packets with answers.	Covered in Chapters 10-12 of En Camino!	What are my strengths and weaknesses? How should I focus my studies for the final?

and  
teacher  
created  
reading  
materials  
Text book  
site

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**Success for All**  
**The Reading Edge**  
**Scope and Sequence**





**Success for All Middle School**

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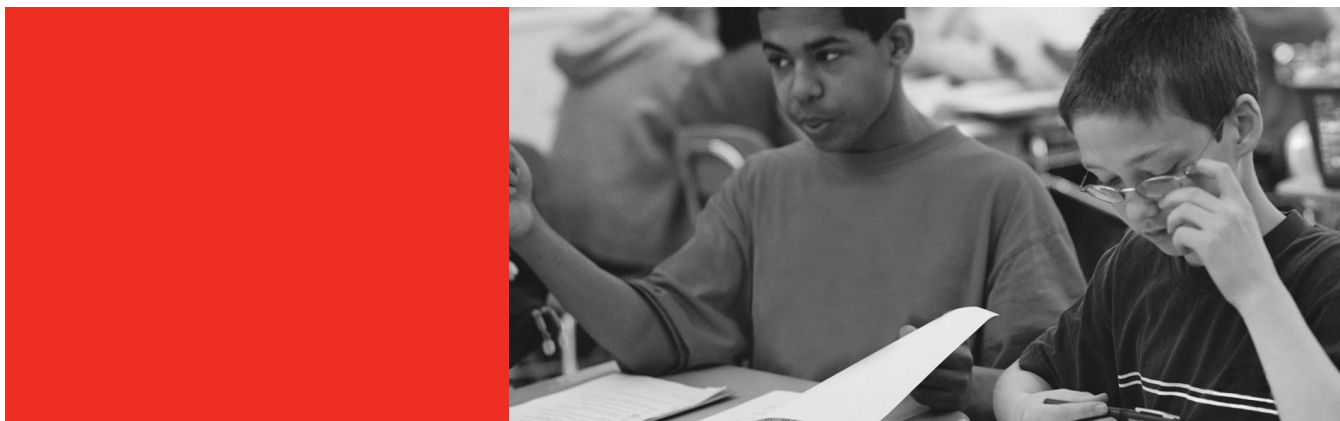
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## Introduction

### The Reading Edge

The Reading Edge, a research-based program for young adolescents, targets the skills and strategies middle school students need to be successful in content-area learning. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instructional programs for students at beginning through eighth-grade<sup>+</sup> reading levels.

Students reading at grade level focus primarily on vocabulary development and advanced comprehension strategies. Students reading below grade level receive instruction that focuses on their particular needs, such as fluency, vocabulary development, or word analysis, using narrative and expository text at their instructional reading level. As students acquire new skills, they move rapidly through multiple levels in each school year. The extensive use of cooperative learning and regular assessments that involve students in setting individual and team goals motivate them to learn.

## The Reading Edge Scope and Sequence

Level 6	Units use a six-day cycle of instruction.												
	Blue Strategies Foundation Cycle 1	Strategies Foundation Cycle 2	Pink Hatchet Cycle 1	Hatchet Cycle 2	Hatchet Cycle 3	Hatchet Cycle 4	Tom Sawyer excerpt	Feeding the World*	Purple Middle Ages	Catherine Called Birdy Cycle 1	Catherine Called Birdy Cycle 2	Catherine Called Birdy Cycle 3	Catherine Called Birdy Cycle 4
<b>Strategies</b>													
Clarifying	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarizing	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Predicting	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Skills</b>													
Cause/Effect	✓			✓	✓	✓		✓	✓	✓			✓
Compare/Contrast		✓	✓		✓	✓	✓	✓	P	✓	✓	✓	✓
Draw Conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓
Identify Main Idea							P	✓	✓				
Sequence Events	✓		✓	✓	✓	✓			✓				
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary and Word Recognition</b>													
Compound Words								✓			✓		✓
Prefixes/Endings		✓	✓		✓		✓			✓		✓	✓
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Origins/Families	✓		✓	✓	✓		✓	✓	✓	✓	✓		
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Story Structure</b>													
Setting	✓	✓	✓	✓	P	✓			P	P	✓	✓	✓
Plot	✓	✓	✓	✓	✓	✓	✓			✓	✓		
Characterization	✓	✓		P	P	✓	P			P	P	P	✓
Problem/Solution			P	P	✓	✓		P		✓			
Identify Themes						P							P
<b>Literary Techniques</b>													
Genre Structure									✓	✓	✓	✓	✓
Mood		✓				P	✓					✓	
Foreshadowing		✓		✓									
Point of View	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	
<b>Purposes for Writing</b>													
Explain/Inform				✓	✓								
Persuade												✓	
Describe	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
Entertain	✓		✓										
Express Feelings/Opinion		✓					✓	✓			✓		
<b>Writing Process</b>													
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing Forms	Journal entry	Postcard message	Song lyrics	Character sketch	Step-by-step instructions	Dialogue	Personal response	Opinion statement	Compare-and-contrast paragraph	Point-of-view journal entry	Focused free-write	Personal ad	Letter

P = Primary focus    ✓ = Covered    \* = Expository

## The Reading Edge Scope and Sequence

Level 6 continued	Units use a six-day cycle of instruction.													
	Machines Make It Move*	Green Roll of Thunder, Hear My Cry Cycle 1	Roll of Thunder, Hear My Cry Cycle 2	Roll of Thunder, Hear My Cry Cycle 3	Roll of Thunder, Hear My Cry Cycle 4	Roll of Thunder, Hear My Cry Cycle 5	The Great Migration *	Yellow Holes Cycle 1	Holes Cycle 2	Holes Cycle 3	Holes Cycle 4	Baseball in April Cycle 1	Baseball in April Cycle 2	
Strategies														
Clarifying	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summarizing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills														
Cause/Effect	✓		✓	✓	✓	✓	P	✓	✓	✓	✓	✓		
Compare/Contrast	✓	✓	✓	✓	✓	✓	✓					P	P	
Draw Conclusions	✓	P	P	P	✓	✓	✓	P	✓	✓	✓	✓	✓	
Identify Main Idea	P						✓							
Sequence Events	✓			✓	✓	✓	✓		✓					
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vocabulary and Word Recognition														
Compound Words	✓													
Prefixes/Endings		✓	✓	✓	✓	✓	✓	✓	✓				✓	
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families					✓	✓				✓	✓			
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure														
Setting		✓	P	✓	✓			P	✓	✓	P			
Plot		✓	✓	✓	P	P		✓		✓	✓	✓	✓	
Characterization		✓	✓	P	✓	P		✓	P	✓	✓	P	P	
Problem/Solution		✓	✓	✓	P	P				P	✓	✓	✓	
Identify Themes						✓					P	P	P	
Literary Techniques														
Genre Structure		✓		✓	✓	✓					✓	✓	✓	
Mood			✓		✓			✓	✓					
Foreshadowing			P	✓	✓	✓								
Point of View		P	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Purposes for Writing														
Explain/Inform							✓	✓		✓			✓	
Persuade	✓										✓			
Describe		✓		✓	✓	✓			✓			✓		
Entertain														
Express Feelings/Opinion		✓	✓	✓							✓	✓		
Writing Process														
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Commercial	Point-of-view description	Interview	Dialogue	Descriptive paragraph	Descriptive paragraph	Letter	Proposal	Character sketch	Informative paragraph	Persuasive paragraph	Autobiographical paragraph	Compare-and-contrast paragraph	

**P** = Primary focus    **✓** = Covered    **\*** = Expository

## The Reading Edge Scope and Sequence

Level 7	Units use a six-day cycle of instruction.													
	Blue Strategies Foundation Cycle 1	Strategies Foundation Cycle 2	Pink 145th Street Short Stories Cycle 1	145th Street Short Stories Cycle 2	145th Street Short Stories Cycle 3	No More Dead Dogs Cycle 1	No More Dead Dogs Cycle 2	No More Dead Dogs Cycle 3	Purple The Outsiders Cycle 1	The Outsiders Cycle 2	The Outsiders Cycle 3	The Outsiders Cycle 4	Understanding Electricity*	
Strategies														
Clarifying	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summarizing	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Questioning	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills														
Cause/Effect	✓		✓		✓	✓	✓	✓		✓	✓	✓	P	
Compare/Contrast	✓	P	✓	P		✓	✓		✓	✓	✓	✓	✓	
Draw Conclusions	✓		P	✓	✓	✓		✓	✓	✓	P	✓	✓	
Identify Main Idea													✓	
Sequence Events	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	P	
Fact and Opinion											✓			
Fluency	✓	✓											✓	
Vocabulary and Word Recognition														
Compound Words			✓										✓	
Prefixes/Endings	✓	✓		✓		✓		✓		✓		✓	✓	
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families	✓						✓	✓	✓	✓	✓			
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure														
Setting	✓	✓	P	✓	✓	✓	P	✓		P		✓		
Plot	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	P		
Characterization	✓	✓		✓	P	✓	✓	P	P	P	P	P		
Problem/Solution	✓	✓			✓	✓		P	P	P	✓	✓		
Identify Themes	✓	P		P	✓	P		✓		✓				
Literary Techniques														
Genre Structure	✓	✓	✓	✓		✓	✓	✓	✓					
Mood							✓							
Figurative Language		P				✓	P	✓		✓	✓	✓		
Foreshadowing		✓						✓	✓					
Point of View				P		P	✓	✓	P	P	✓	✓		
Purposes for Writing														
Explain/Inform			✓					✓			✓	✓		
Persuade												✓		
Describe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Entertain	✓	✓												
Express Feelings/Opinion				✓		✓			✓	✓			✓	
Writing Process														
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Narrative poem	Narrative poem	Descriptive paragraph	Dialogue	Character sketch	Dialogue	Scene description	News story	Autobiographical sketch	Point-of-view journal entry	News story	Persuasive essay	Opinion essay	

**P** = Primary focus    **✓** = Covered    \* = Expository



## The Reading Edge Scope and Sequence

Level 7 continued	Units use a six-day cycle of instruction.													
	Amusement Park Science*	Green True Confessions of Charlotte Doyle Cycle 1	True Confessions of Charlotte Doyle Cycle 2	True Confessions of Charlotte Doyle Cycle 3	True Confessions of Charlotte Doyle Cycle 4	Our West*	Blue or Gray? A Family Divided	Yellow The Giver Cycle 1	The Giver Cycle 2	The Giver Cycle 3	The Giver Cycle 4	Building the Transcontinental Railroad*	Understanding the Brain*	
Strategies														
Clarifying	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summarizing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills														
Cause/Effect	P	✓	✓	✓	✓	P			✓	✓	✓	✓	✓	
Compare/Contrast	✓	✓	✓	✓	✓	✓	P	✓				✓	✓	
Draw Conclusions	✓	✓	✓	✓	✓	✓	✓	✓	P	P	✓	✓	✓	
Identify Main Idea	✓					✓						P	P	
Sequence Events		✓		✓				✓		✓	✓			
Fact and Opinion				✓	P					✓				
Fluency	✓					✓	✓					✓	✓	
Vocabulary and Word Recognition														
Compound Words						✓								
Prefixes/Endings	✓	✓	✓	✓	✓				✓	✓				
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families		✓	✓					✓						
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure														
Setting		P	✓	P	✓		✓	✓	P		✓			
Plot		✓	✓	✓	✓			✓		✓	P			
Characterization		P	✓	P	✓		✓		✓	P	✓			
Problem/Solution		✓	P	✓	✓		✓			✓	P			
Identify Themes					✓		✓		✓	✓	✓			
Literary Techniques														
Genre Structure		✓					✓							
Mood			✓					P	✓	✓	✓			
Figurative Language										✓				
Foreshadowing			✓	✓	✓			✓						
Point of View		✓		✓		✓	P		✓	✓	✓			
Purposes for Writing														
Explain/Inform													✓	
Persuade														
Describe	✓	✓	✓	✓		✓		✓			✓	✓		
Entertain			✓									✓		
Express Feelings/Opinion		✓			✓		✓		✓	✓				
Writing Process														
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Journal entry	Journal entry	Dialogue	Compare-and-contrast essay	Opinion letter	Journal entry	Point-of-view letter	Mood paragraph	Letter	Opinion letter	Descriptive paragraph	Song lyrics	Diagnosis	

**P** = Primary focus    **✓** = Covered    **\*** = Expository

## The Reading Edge Scope and Sequence

Level 8	Units use a six-day cycle of instruction.													
	Blue Strategies Foundation Cycle 1	Strategies Foundation Cycle 2	Pink Witchcraft of Salem Village Cycle 1	Witchcraft of Salem Village Cycle 2	Fahrenheit 451 Cycle 1	Fahrenheit 451 Cycle 2	Fahrenheit 451 Cycle 3	Fahrenheit 451 Cycle 4	Purple The Globe Theatre	Much Ado About Nothing Cycle 1	Much Ado About Nothing Cycle 2	Much Ado About Nothing Cycle 3	Rimshots Cycle 1	
Strategies														
Clarifying	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summarizing	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Questioning	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills														
Cause/Effect	✓	✓	✓	✓		✓	✓	✓			✓	✓		
Compare/Contrast	✓	✓	✓	✓	✓		✓	✓	✓	P	✓	✓	✓	
Draw Conclusions	✓	✓	✓	✓	✓	P	✓	✓	P	✓	P	✓	✓	
Identify Main Idea									✓					
Fact and Opinion				✓										
Fluency		✓								✓	✓	✓	✓	
Vocabulary and Word Recognition														
Prefixes/Endings	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	
Word Meanings and Connotations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure														
Setting	✓	✓	P	✓	P	✓		✓	✓	✓				
Plot	✓			✓	✓	✓	✓	P		P	✓	P		
Characterization	✓	✓	✓	✓	✓	P	P	✓	✓	✓	✓	✓		
Problem/Solution		✓			✓	P	P	✓		✓		✓		
Identify Themes	✓		✓	P	P			P		✓	P	✓	✓	
Literary Techniques														
Genre Structure	✓	✓	✓		✓				P	P	✓	P	P	
Mood		✓	✓	✓	✓						✓		P	
Figurative Language	✓	✓			✓	✓	✓	✓		✓		✓	P	
Foreshadowing		✓					✓					✓		
Point of View		✓	✓			✓	✓	✓		✓	✓	✓	✓	
Purposes for Writing														
Explain/Inform	✓	✓				✓								
Persuade						✓		✓	✓		✓	✓		
Describe					✓		✓						✓	
Entertain									✓	✓		✓		
Express Feelings/Opinion	✓	✓	✓	✓									✓	
Writing Process														
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Action Plan	Opinion essay	Focused free-write	Opinion essay	Descriptive essay	Editorial	Interview	Persuasive letter	Advertisement	Script for a scene	Character sketch	Plot summary	Poem	

P = Primary focus    ✓ = Covered    \* = Expository

## The Reading Edge Scope and Sequence

Level 8 continued	Units use a six-day cycle of instruction.													
	Rimshots Cycle 2	Green Reading Primary Sources	Reading a Science Textbook	Parrot in the Oven Cycle 1	Parrot in the Oven Cycle 2	Parrot in the Oven Cycle 3	Parrot in the Oven Cycle 4	Yellow Hope Was Here Cycle 1	Hope Was Here Cycle 2	Hope Was Here Cycle 3	Hope Was Here Cycle 4	Hope Was Here Cycle 5	Great Speeches	
Strategies														
Clarifying	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summarizing	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Questioning	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills														
Cause/Effect			✓	✓	P	✓	✓	P	✓	✓	✓	✓	✓	
Compare/Contrast	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Draw Conclusions	✓	P	P	P	✓	P	✓	P	✓	✓	✓	✓	✓	
Identify Main Idea	✓	✓	P										P	
Fact and Opinion				✓		✓							✓	
Fluency	✓												✓	
Vocabulary and Word Recognition														
Prefixes/Endings					✓			✓	✓				✓	
Word Meanings and Connotations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families				✓		✓	✓			✓	✓	✓	✓	
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure														
Setting		✓	✓		✓	✓	✓	✓	✓	P	✓			
Plot		✓	✓	✓	✓	✓	✓	✓	P	✓	P	✓		
Characterization	✓		✓	✓	✓	P	P	P	✓	✓	P	P		
Problem/Solution		✓	✓		P	✓	P		✓	P	✓	✓	P	
Identify Themes	P		P	✓		P	✓				✓	P	P	
Literary Techniques														
Genre Structure		✓	✓								✓		P	
Mood	✓				✓				P	P	✓	✓		
Figurative Language	✓			✓			✓	✓	✓	✓	✓		✓	
Foreshadowing						✓				✓	✓	✓		
Point of View	✓	P		P	✓		✓	✓	✓		✓	✓	✓	
Purposes for Writing														
Explain/Inform		✓	✓			✓				✓				
Persuade	✓												✓	
Describe		✓					✓	✓	✓	✓		✓		
Entertain					✓						✓			
Express Feelings/Opinion	✓		✓	✓			✓	✓	✓		✓	✓	✓	
Writing Process														
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Paragraph Analysis	Eyewitness account	Critical review	Interview	First-person account	News story	Journal entry	Personal essay	Eyewitness account	Interview	Short narrative	Personal essay	Persuasive speech	

**P** = Primary focus    **✓** = Covered    **\*** = Expository

## The Reading Edge Scope and Sequence

Level 5	Units use a six-day cycle of instruction.														
	Blue Strategies Foundation Cycle 1	Strategies Foundation Cycle 2	Poetry Break 1	Poetry Break 2	Poetry Break 3	Pink Favorite Greek Myths	Trouble With Trash*	On My Honor Cycle 1	On My Honor Cycle 2	Leon's Story Cycle 1	Leon's Story Cycle 2	Purple One Thing Leads to Another*	Library Card Cycle 1	Library Card Cycle 2	Boy of the Painted Cave Cycle 1
<b>Strategies</b>															
Clarifying	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarizing	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Predicting	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Skills</b>															
Cause/Effect		✓				✓	✓	✓	✓	✓	✓	P			✓
Compare/Contrast			✓	✓	✓	✓	✓	✓		✓	✓	✓	P	P	
Draw Conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Identify Main Idea	P						P					✓			
Sequence Events								✓				✓			✓
Fluency	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary and Word Recognition</b>															
Compound Words	✓	✓													
Prefixes/Endings	✓		✓		✓			✓			✓		✓		
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Origins/Families		✓					✓	✓	✓	✓		✓		✓	✓
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Story Structure</b>															
Setting		✓				✓		P	✓	P	P			P	✓
Plot		✓						P	✓	✓	✓		✓	✓	✓
Characterization	✓	✓	✓			✓		✓	✓				P	✓	✓
Problem/Solution							✓	✓	P	P		✓			✓
Identify Themes			P			P		P	P	✓				✓	
<b>Literary Techniques</b>															
Genre Structure			P		P	P	✓	✓		✓					✓
Mood					P										
Figurative Language				P					✓				✓	✓	
Foreshadowing		✓	✓												
Point of View			✓								✓		✓	✓	
<b>Purposes for Writing</b>															
Explain/Inform							✓	✓		✓	✓				
Persuade	✓								✓						
Describe	✓														
Entertain						✓									
Express Feelings/Opinion		✓					✓					✓	✓	✓	✓
<b>Writing Process</b>															
Prewriting/Use of Graphic Organizers	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Peer Discussion	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Drafting	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Peer Feedback	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Writing Forms	Advertisement	Letter				Myth	Flyer	News story	Speech	Informative paragraph	Informative paragraph	Letter	Personal response	Book review	Letter

P = Primary focus    ✓ = Covered    \* = Expository

## The Reading Edge Scope and Sequence

Level 5 continued	Units use a six-day cycle of instruction.														
	Boy of the Painted Cave Cycle 2	Boy of the Painted Cave Cycle 3	Green Hometowns*	Maniac Magee Cycle 1	Maniac Magee Cycle 2	Maniac Magee Cycle 3	Maniac Magee Cycle 4	Hurricanes *	Yellow WWII and Denmark*	Number the Stars Cycle 1	Number the Stars Cycle 2	Number the Stars Cycle 3	Soul Looks Back in Wonder	Ring of Fire*	
Strategies															
Clarifying	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Summarizing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Questioning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills															
Cause/Effect		✓		✓	P				✓			P		P	
Compare/Contrast	✓		P	✓		P				✓	✓	✓	✓		
Draw Conclusions	✓		✓	P	✓	✓	P	✓		P	P	✓		✓	
Identify Main Idea			✓					✓	P					P	
Sequence Events	✓	✓				✓		P	P	✓	✓	✓			
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vocabulary and Word Recognition															
Compound Words															
Prefixes/Endings	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓		
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families	✓	✓							✓					✓	
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure															
Setting	P	✓		✓						P	✓	✓			
Plot		✓		✓	✓	✓				✓	✓	✓			
Characterization	✓	P		✓	✓	✓	P			✓		✓			
Problem/Solution	✓	✓		✓		✓	✓								
Identify Themes				✓			✓						P		
Literary Techniques															
Genre Structure			✓	✓						✓	✓		P		
Mood												✓			
Figurative Language				P	✓	P	✓				✓		✓		
Foreshadowing					✓					P	✓				
Point of View	✓	✓		✓			✓			✓	✓	✓			
Purposes for Writing															
Explain/Inform					✓					✓					
Persuade															
Describe		✓		✓		✓		✓	✓		✓				
Entertain	✓		✓												
Express Feelings/Opinion				✓		✓	✓		✓		✓	✓	✓	✓	
Writing Process															
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Descriptive paragraph	Character sketch	Tall tale	Interview	News story	Descriptive paragraph	Yearbook entry	Job description	Autobiographical paragraph	Diary entry	Personal response	Opinion letter	Poem	Letter	

P = Primary focus    ✓ = Covered    \* = Expository

## The Reading Edge Scope and Sequence

Level 4	Units use a six-day cycle of instruction.														
	Blue Strategies Foundation Cycle 1	Strategies Foundation Cycle 2	Poetry Break 1	Poetry Break 2	Poetry Break 3	Pink The Fortune-Tellers	Aesops Fables	The Woman Who Outshone the Sun	Baseball Saved Us	The Whipping Boy Cycle 1	The Whipping Boy Cycle 2	Purple Body in Motion*	In the Deep*	Song of the Trees Cycle 1	Song of the Trees Cycle 2
<b>Strategies</b>															
Clarifying	P	P	✓	✓	✓	✓	✓	✓	✓	P	✓	P	✓	✓	✓
Summarizing	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	P	✓	P
Questioning	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Predicting	P	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	
<b>Skills</b>															
Cause/Effect	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓	✓
Compare/Contrast		✓	P	P	✓	✓	P	✓	✓		✓		✓		
Draw Conclusions	✓	✓	✓	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify Main Idea	✓	✓										✓	P		
Sequence Events			✓							✓	P			✓	P
Fluency	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary and Word Recognition</b>															
Compound Words	✓														
Prefixes/Endings	✓	✓	✓			✓			✓		✓	✓			
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Origins/Families		✓				✓		✓	✓	✓		✓			✓
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Story Structure</b>															
Setting	✓	✓			✓			✓	P	✓	✓			✓	✓
Plot						✓		✓	✓	✓	P			✓	P
Characterization					✓	P		✓	✓	✓	✓			✓	
Problem/Solution	✓	✓					P	P	✓	P	✓				✓
Identify Themes				✓		✓	P	P							
<b>Literary Techniques</b>															
Genre Structure			P	P	P		P	P		✓					
Mood														P	✓
Figurative Language			P		P		✓							✓	
Point of View			✓						✓	✓					
<b>Purposes for Writing</b>															
Explain/Inform															
Persuade												✓			
Describe	✓	✓						✓	✓	✓			✓	✓	
Entertain						✓	✓				✓				✓
Express Feelings/Opinion									✓						
<b>Writing Process</b>															
Prewriting/ Use of Graphic Organizers	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Peer Discussion	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Peer Feedback	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing Forms	Journal entry	Journal entry				Prediction	Fable	Descriptive paragraph	Point-of-view paragraph	Wanted poster	New story ending	Commercial	Descriptive paragraph	Descriptive paragraph	Story

P = Primary focus    ✓ = Covered    \* = Expository

## The Reading Edge Scope and Sequence

Level 4 continued	Units use a six-day cycle of instruction.														
	Race to the South Pole *	A Homesteading Community of the 1880s	Green A River Ran Wild	How Plants Survive *	Your Mother Was a Neanderthal Cycle 1	Your Mother Was a Neanderthal Cycle 2	Mars*	Strategies Review *	Yellow Hiroshima Cycle 1	Hiroshima Cycle 2	Sadako and the Thousand Paper Cranes	If Your Name Was Changed at Ellis Island Cycle 1	If Your Name Was Changed at Ellis Island Cycle 2	An Immigrant Community of the 1900s	
Strategies															
Clarifying	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	P	✓	✓	
Summarizing	✓	P	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	P	✓	
Questioning	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	P	
Predicting	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Skills															
Cause/Effect	✓	✓	P		✓				✓			✓			
Compare/Contrast		✓	✓	✓	✓	✓	P		✓		✓				
Draw Conclusions		✓	✓	✓	P		P		✓	✓	✓	✓	✓	✓	
Identify Main Idea	✓	P	✓	✓			P	✓	✓	✓		✓	P	✓	
Sequence Events		✓	✓	✓	✓	P		✓	P	P	✓				
Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Vocabulary and Word Recognition															
Compound Words															
Prefixes/Endings				✓			✓				✓		✓		
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Word Origins/Families	✓	✓			✓			✓		✓		✓		✓	
Parts of Speech	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Story Structure															
Setting			✓		✓	✓			✓		✓				
Plot					✓	✓				✓	✓				
Characterization					P	P					✓				
Problem/Solution		✓	✓	P	✓	P					✓	✓			
Identify Themes											P				
Literary Techniques															
Genre Structure															
Mood															
Figurative Language									✓	✓	✓				
Point of View			✓		✓	✓			✓		✓				
Purposes for Writing															
Explain/Inform				✓			✓			✓		✓	✓		
Persuade	✓	✓													
Describe		✓	✓		✓	✓		✓	✓		✓			✓	
Entertain															
Express Feelings/Opinion			✓						✓					✓	
Writing Process															
Prewriting/Use of Graphic Organizers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Drafting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Peer Feedback	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Writing Forms	Commercial	Book dust jacket copy	Point-of- view paragraph	Rules of a game	Character sketch	Description of a problem	Letter	Summary paragraph	Journal entry	Proposal	Letter	Questionnaire	Informational paragraph	Personal response	

**P** = Primary focus    **✓** = Covered    **\*** = Expository

## The Reading Edge Scope and Sequence

Level 3	Units use a six-day cycle of instruction.													
	Blue Set 1 S-Snakes! *	Hungry Plants *	Yellow Set 2 Mummies Unwrapped *	“Cinderella”	Eruption!: A Story About Volcanoes *	Green Set 2 How! A Book About Wolves *	“The Emperor’s New Clothes”	Flight *	Yellow Set 3 The Headless Horseman	“The Ugly Duckling”	Fire at the Triangle Factory	Green Set 3 Amazing Rescues *	“King Midas”	The Drinking Gourd
Fluency														
Pronunciation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Emphasize Important Words	✓	P	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Obey Punctuation	✓	P	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Read at an Appropriate Rate	✓	P	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Strategies														
Clarification	P	✓	P	P	P	✓	✓	P	P	P	✓	✓	✓	✓
Summarization	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	P
Questioning	✓	✓	✓	✓	P			P	✓		✓	P		✓
Prediction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	P
Comprehension Skills														
Cause/Effect	✓	✓	✓		✓	✓			✓			✓	✓	✓
Characterization				✓			P		✓	✓			✓	
Compare/Contrast				✓	P						✓	✓	✓	✓
Draw Conclusions	✓	✓		✓		✓	✓		✓			✓	✓	
Main Idea	✓	✓	✓		✓	✓		✓			✓	✓		P
Sequence Events					✓			✓	✓			✓	✓	✓
Story Structure				✓			✓		P		✓		P	✓
Genre Structure				✓					✓	✓	✓		✓	✓
Identify Themes				✓						✓			✓	
Vocabulary and Word Recognition														
Prefixes/Endings			P	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓
Compound Words									P	✓	✓	P	✓	✓
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing														
Write Complete Sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Capitalization and Punctuation	P	P	✓	P	✓	✓	✓	P	✓	✓	P	✓	✓	✓
Spelling	✓	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓

**P** = Primary focus    **✓** = Covered    **\*** = Expository



## The Reading Edge Scope and Sequence

Level 3 continued	Units use a six-day cycle of instruction.											
	Yellow Set 4 To the Rescue *	"The Squire's Bride"	A Rain Forest Adventure *	Green Set 4 Baseball's Greatest Hitters *	"Get a Life Cinderella!"	Jackie Robinson and the Story of All-Black Baseball *	Yellow Set 5 Finding Providence *	"The Twelve Labors of Hercules"	Good Sports *	Green Set 5 A Dinosaur Named Sue *	"Twelfth Night"	Shark Attack! *
<b>Fluency</b>												
Pronunciation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Emphasize Important Words	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Obey Punctuation	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Read at an Appropriate Rate	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
<b>Strategies</b>												
Clarification	P	✓	✓	✓	✓	✓	P	P	P	P	P	P
Summarization	✓	✓	P	P	✓	P	✓	✓	✓	✓	✓	✓
Questioning		✓	✓	✓	✓	✓	✓		✓	✓		✓
Prediction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Comprehension Skills</b>												
Cause/Effect	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Characterization		P			✓			✓			✓	
Compare/Contrast		✓	✓	✓	✓			✓	✓	✓		P
Draw Conclusions	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Main Idea	✓		P	✓	✓	P	✓		✓	✓		✓
Sequence Events					✓			✓			✓	
Story Structure		✓			✓			✓			✓	
Genre Structure		✓			✓						✓	
Identify Themes		✓			✓	✓			✓		✓	
<b>Vocabulary and Word Recognition</b>												
Prefixes/Endings	P	✓	✓	P	✓	✓	✓	P	P	✓	✓	P
Compound Words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Writing</b>												
Write Complete Sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Capitalization and Punctuation	✓	✓	P	✓	✓	✓	✓	P	P	P	✓	✓
Spelling	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓

**P** = Primary focus    **✓** = Covered    **\*** = Expository

## The Reading Edge Scope and Sequence

Level 2	Units use a six-day cycle of instruction.													
	BLUE Martin Luther King, Jr.*	Snarl! A Book About Alligators and Crocodiles*	YELLOW Small Wolf	"Belling the Cat"	Titanic: Lost and Found*	GREEN The Bravest Dog Ever*	"The Lion and the Mouse"	Tentacles*	YELLOW When I Lived with Bats*	"The Three Wishes"	Wagon Wheels	GREEN Clouds of Terror	"The Town Mouse and the Country Mouse"	The True Story of Pocahontas
<b>Fluency</b>														
Pronunciation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Emphasize Important Words		P	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Obey Punctuation		P	✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Read Expressively			✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
Read at an Appropriate Rate			✓	P	✓	✓	P	✓	✓	P	✓	✓	P	✓
<b>Strategies</b>														
Clarification	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarization	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Questioning	✓		✓		P	✓		P						✓
Prediction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	P
<b>Comprehension Skills</b>														
Cause/Effect	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	
Characterization				✓			✓						✓	
Compare/Contrast		✓	✓	P	✓		✓	✓	✓	P			✓	✓
Draw Conclusions	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
Main Idea		✓	✓		✓			✓	✓					✓
Sequence Events			✓		✓	✓								✓
Story Structure	✓		✓		✓	✓								✓
Genre Structure			✓	✓			✓			✓	✓	✓		✓
Identify Themes			✓	P			P			✓			✓	
<b>Vocabulary and Word Recognition</b>														
Prefixes/Endings			P	✓	✓	P	✓	✓	P	✓	✓	P	✓	✓
Word Meanings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Writing</b>														
Write Complete Sentences		✓	P	P	✓	✓	P	P	✓	✓	✓	✓	✓	✓
Capitalization and Punctuation	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	P
Spelling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

P = Primary focus    ✓ = Covered    \* = Expository