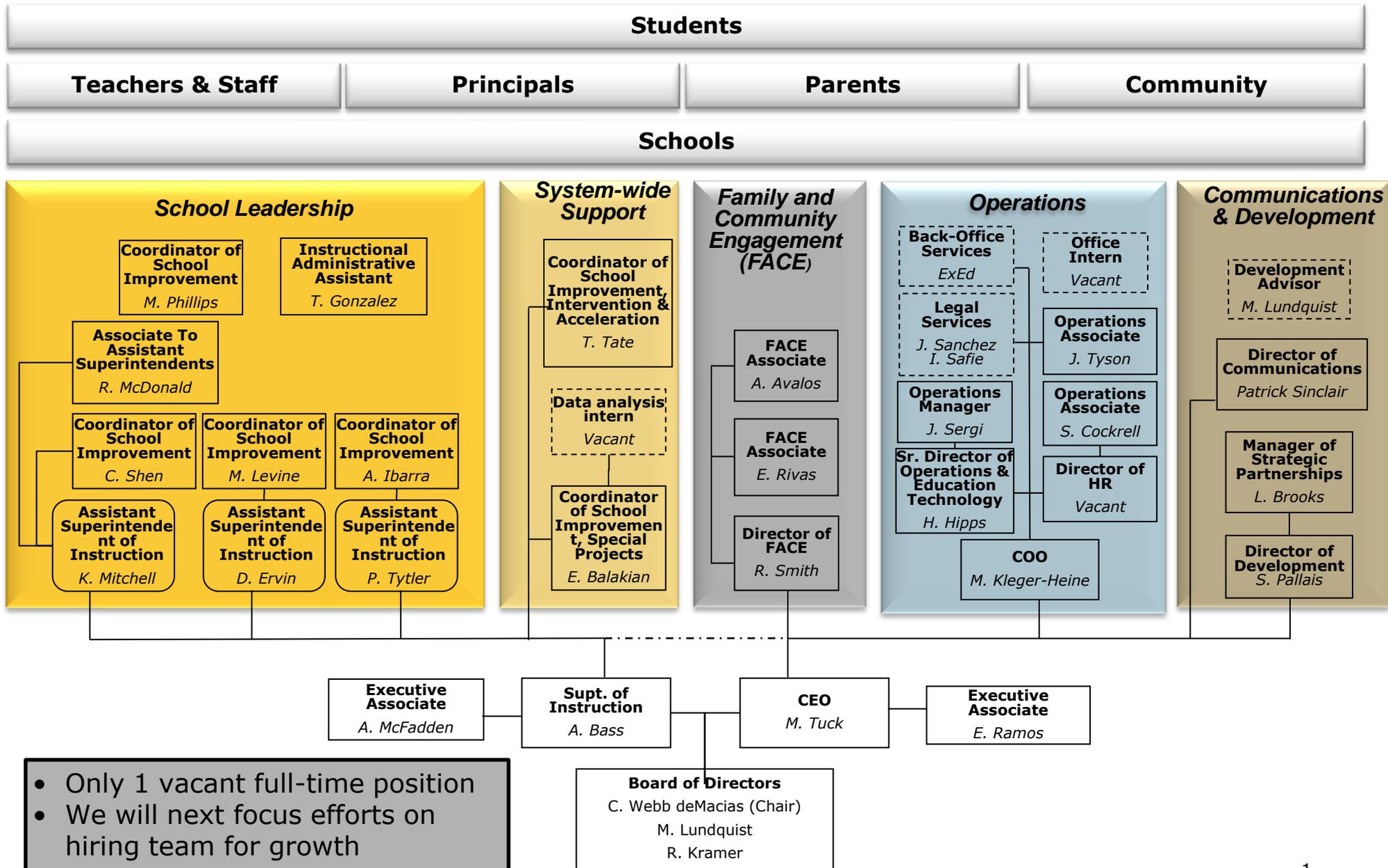


# Appendix 1

# The core Partnership team is in place



## MARSHALL TUCK

### Experience

2007 – Present

#### **PARTNERSHIP FOR LOS ANGELES SCHOOLS**

LOS ANGELES, CA

##### **Chief Executive Officer**

Led effort launched by Los Angeles Mayor Antonio Villaraigosa to transform some of Los Angeles' lowest performing public schools and prove a model for turning around low performing schools that can be scaled throughout LAUSD.

- Led an organization that operates and supports 12 schools with close to 17,000 students and over 1,200 school based employees. Partnership Schools outperformed their comparable schools, the State and the district at large in terms of academic achievement improvement in their first year.
- Managed all aspects of the creation of the Partnership from concept phase, to establishment of an organization, hiring of a team, school identification and parent outreach, fundraising, and development and launch of the Partnership's comprehensive model for transforming low performing schools.
- Secured commitments from private philanthropy of over \$65 million to support the efforts of the Partnership for Los Angeles Schools.
- Partnered with LAUSD to develop the concept for the School Report Card, MyData information system and the Per-Pupil Funding pilot. All of these efforts have been or are being rolled out district-wide by LAUSD.
- Advise Los Angeles Mayor Antonio Villaraigosa on key education policy initiatives that impact all public schools in Los Angeles.

2002 – 2006

#### **GREEN DOT PUBLIC SCHOOLS**

LOS ANGELES, CA

##### **President & Chief Operating Officer**

Led charter management organization focused on transforming public education in Los Angeles by opening small charter high schools in highest need areas of Los Angeles and influencing LAUSD to transform its large failing schools into quality small schools throughout the district.

- Managed a 240 person team that operated ten Green Dot schools, all of which performed far better than their comparable schools in terms of student achievement.
- Built and led a central office organization of 21 employees that was responsible for the education model, school operations, finance and accounting, real estate, information technology, hiring of principals, teachers and staff, and fundraising for all ten schools in the Green Dot network.
- Negotiated Green Dot's labor agreement with its teacher's union, the Asociacion de Maestros Unidos.
- Developed Green Dot's business plan and School Transformation plan and executed road shows with CEO to obtain funding commitments of over \$30 million from private foundations and individuals. Secured over \$40 million in grants from the State of California to fund school start-up and facilities.
- Collaborated with LAUSD to develop strategies and structures for an efficient and practical model for partnership between school district and charter schools.
- Co-led the development of the Small Schools Alliance and the Los Angeles Parents Union, two organizations created by Green Dot that focus on organizing citizens around education reform.

2000 – 2002

#### **MODEL N, INC.**

SOUTH SAN FRANCISCO, CA

##### **General Manager, Strategic Accounts Group (October 2001 – June 2002)**

Managed team focused on developing and selling Model N's software solutions to Fortune 500 companies that could rapidly accelerate Model N's growth.

- Motivated and led cross-functional team including sales, product marketing and engineering to create new industries for Model N's products. Group influenced company to move into pharmaceutical and transportation industries.
- Developed business plan for group including target customers, value proposition, channel strategy, sales plan and budget. Leveraged feedback from potential customers in order to narrow scope of plan and refine value proposition.

##### **Business Development Director (April 2001 – October 2001)**

**Business Development Manager (May 2000 – April 2001)**

Sold Model N software products to Global 2000 companies. Created business development strategy and executed on key partnerships. Built business development department.

- Booked over \$10 million in sales as lead salesperson for Model N's first two Global 2000 customers. Identified customers and led team throughout sales process including requirements gathering, solution development, negotiations and contract execution.
- Created and managed partnerships with leading system integrators and technology companies. Leveraged partnerships to drive new customers into Model N's sales pipeline.
- Worked with executive management to develop new go-to-market strategy for the company. Analyzed market conditions and competition, assessed maturity of product and evaluated internal resources. Strategy drove organizational changes to better align functional departments with new approach.

1997 - 1998

**GLOBAL ROUTES**

**MUTARE, ZIMBABWE and UTTARADIT, THAILAND**

**Volunteer Teacher**

Taught Mathematics and English to students in remote rural villages in Zimbabwe and Thailand. Organized development projects and cultural exchange activities for faculty and local community members.

- Designed and delivered lessons to classes of 40 pupils. Assisted faculty members in development of teaching methods that resulted in improved class participation and student feedback.
- Founded organization to award scholarships to underprivileged students in Chitora, Zimbabwe. Drafted constitution, structured financial plan, raised \$7,000 and managed bank relationship.

1995 - 1997

**SALOMON BROTHERS INC**

**LOS ANGELES, CA**

**Financial Analyst, Corporate Finance and Mergers & Acquisitions**

Participated in sourcing and execution of financings, restructurings and mergers & acquisitions. Worked with companies operating in consumer products, multimedia, precious metals and equipment rentals.

- Managed sale process for \$400 million food company. Worked with client to develop detailed five-year financial forecasts. Prepared Offering Memoranda and Board of Directors presentation. Led meetings with prospective buyers.
- Performed analysis and supervised execution of \$35 million IPO for multimedia company. Created valuation models, conducted financial and operational due diligence and developed road show presentation. Trained client's management team to give road show to institutional investors.
- Assessed strategic options for Global 2000 gold company. Designed comprehensive models to evaluate impact of potential spin-off, acquisition, merger or sale. Analyzed gold industry to understand trends and dynamics affecting client's business in order to provide optimal solution.

**education**

1998 - 2000

**HARVARD UNIVERSITY GRADUATE SCHOOL  
OF BUSINESS ADMINISTRATION**

**BOSTON, MA**

Master in Business Administration, June 2000. Member of Social Enterprise Club, High Tech and New Media Club and Entrepreneurship Club. Participant in Gardner Tutoring program.

- Summer Internships: Upper Manhattan Empowerment Zone; Bain & Co.

1991 - 1995

**UNIVERSITY OF CALIFORNIA AT LOS ANGELES**

**LOS ANGELES, CA**

Bachelor of Science degree, *summa cum laude*, in Political Science. Elected President of Sigma Nu fraternity. Awarded Alumni Achievement Scholarship for academic excellence and extracurricular activity.

**personal**

Traveled throughout six continents. Enjoy family, friends, basketball and community service.

## **Angela Bass**

angela.bass@partnershipla.org

7512 Flanders Drive  
San Diego, CA 92126

858-578-7060 (home)  
213-201-2000 (work)  
213-201-2083 (fax)  
858-735-1247 (cell)

## **EDUCATION**

**Fellow**, Broad Urban Superintendents Academy, 2005

Doctor of Philosophy, Educational Leadership, Loyola Marymount University, Los Angeles, CA , Expected Completion 2011

**Doctor of Philosophy**, Leadership Studies, University of San Diego, San Diego, CA,

**Master of Arts**, Educational Leadership, United States International University, San Diego, CA, 1992

**Bachelor of Arts**, Liberal Arts, San Francisco State University, San Francisco, CA, 1978

**Associate of Arts**, General Studies, West Los Angeles College, Los Angeles, CA, 1976

## **EXPERIENCE**

Superintendent of Instruction, Partnership for Los Angeles Schools – 2008- Current

- Shared responsibility with the CEO to provide overall strategy and direction of the organization, input and creation of school budgets and financing, share lead in parent engagement systems and processes, share lead in community engagement systems and processes, recruiting and hiring for the Partnership's 12 schools with approximately 16,500 students and 1,300 school based employees and shared responsibilities with the Mayor Education Initiatives and public communications.
- Sole responsibility for leading the instructional core includes providing school schedules and assignments, teacher professional development, leadership development, instructional programs (curriculum, interventions, special education, etc.), and provides inputs and usability of data and knowledge management reports.

Executive Director, Baldrige Criteria for Performance Excellence –

Office of the Superintendent

July 2006 - Current

Lead, oversee, manage and provide training for system-wide continuous improvement process; Baldrige Criteria for Performance Excellence, Baldrige National Quality Awards; Integrated leadership and management systems; Implementation of opportunities for improvement throughout the entire district. Work directly with central office staff and schools to provide training on school improvement plans and integrated leadership and management systems and with offices, departments, and divisions to provide training for developing strategic plans and performance measures in service to schools and the organization as a whole.

Assistant Superintendent-  
Instructional Leader – Office of the Superintendent July 2002 – July -2006

Provide academic and operational direction for 21 elementary schools within large urban district with 132,000 students, 60% of whom are eligible for free/reduced lunch and 39% are English language learners. Supervised 50 Administrators, 500 teachers, and 15,000 students; Supervised school budgets exceeding \$1million; Report directly to the Superintendent.

### **Accomplishments**

- Demonstrated exceptional improvement in the acceleration of student achievement in 14 of 17 schools in 2003 and 2004, and 18 of 21 schools in 2005 and 17 of 21 in 2006 based on state (API) and federal (AYP) accountability measures.
- Adapted Lenses on Learning mathematics program system-wide for district in 2003-2005. Developed and implemented on-going professional development for all principals, vice principals and math content administrators to insure success, resulting in improved math scores in the district increasing the number of students to proficient and advanced by approximately 8% each year.
- Developed, designed and facilitated leadership development, literacy and mathematics conferences comprising approximately 100 hours per year for 52 site administrators, which resulted in 80% of these schools meeting or exceeding the State Academic Performance Index.
- Between 2002 and 2004, English Language Arts data indicates an 11.3% decrease in the number of students in below and far below basic bands, 6.8% increase in students in the proficient and advanced bands and the Mathematics data indicates a 14.3% decrease in below and far below bands, and a 12.2% increase in the proficient and advanced bands on the California Standardized Test (CST).
- Demonstrated significant improvement at Johnson Elementary School, population 82% African-American, 13% Latino, improving from API 666 in 2002 to API 770 in 2006, with the African American subgroup at 770. Additionally moved school out of Program Improvement IV under NCLB.
- Demonstrated significant improvement at Webster Elementary School, population 55% Latino, 45% African-American from API 629 in 2002 to API 772 in 2005, with 41% of students proficient in English Language Arts and 48% proficient in Mathematics.

**Adjunct Professor**  
**University of San Diego School of Education**  
San Diego, CA

2000 – Present

Teach “Diversity for Educational Leaders” class as part of the Educational Leadership Development Academy, collaboration between the University of San Diego and the San Diego City Schools.

**Principal – Encanto Elementary School**  
**San Diego City Schools**  
San Diego, CA

2000 – 2002

Led large, urban school, serving 1,150 students, 100% of who were eligible for free/reduced lunch and 60% were English language learners. Established an environment conducive for student learning, supervised all staff and faculty, managed site budgets, and ensured compliance with district policies and procedures, worked cooperatively with parents and the community to ensure student success.

### **Accomplishments**

- Implemented Blueprint for Student Success Reform Initiative
- Demonstrated significant improvement with minority subgroups, 2001 vs. 2002 – 2nd grade African-Americans improved from 8% at/above the 50th percentile to 43% at/above on SAT9 Total Reading.
- Selected to serve as mentor principal. All former interns went forward to become successful principals.
- Designed and implemented a comprehensive professional development plan for 68 classroom teachers that resulted in improved practice across the campus.
- Secured a \$200,000 technology grant that provided the school with 60 Apple computers in fourth and fifth grade classrooms.
- Established the first Parent Institute Training that successfully trained approximately 150 parents on ways to support their children in school. The parents completed 60 hours of training and each received a certificate of graduation.
- Established the first English Language Advisory Committee, a committee of parents and community members, teachers and administrators who met to address the language needs of students and parents.
- Established a partnership with Encanto Recreation Center, in which every child received free membership and tutorial services.
- Established a partnership with the Naval Training Center, Coronado, California. Members of the fleet tutored and mentored students, as well as provided awards to recognize achieving students.

**Principal – Dailard Elementary School**  
**San Diego City Schools**  
San Diego, CA

1996 – 2000

Led urban elementary school serving 600 students, 50% of whom were eligible for free/reduced lunch and 45% were members of minority groups.

### **Accomplishments**

- Improved the schoolwide academic achievement. From 1995 to 2000, increased the percentage of students scoring at or above the 50<sup>th</sup> percentile on SAT9 Total Reading from 57% to 82%.
- Significantly closed the achievement gap:
  - In 2000, 76% of African American students scored at/above the 50<sup>th</sup> percentile, up from 24% (1995-96).
  - In 2000, 78% of Latino students scored at/above the 50<sup>th</sup> percentile, up from 27% (1995-96)
- Established the Dailard Foundation with the parent community. Collectively, raised \$60,000.
- Restructured the instructional block to ensure that all students were engaged during literacy and mathematics.
- Provided opportunities for teachers and parents to meet and communicate at venues other than Dailard to address the needs of the 53% of students residing outside the local community.

### **Vice Principal – Jackson Academic Academy**

1993 – 1996

#### **San Diego City Schools**

San Diego, CA

Established a positive learning environment for 1200 students (100% free/reduced lunch, 80% minority) in an area largely populated by new immigrants. Improved student achievement resulting in school being designated as a Title 1 Achieving School.

### **Resource Teacher – Stevenson Center**

1989 – 1993

#### **San Diego City Schools**

San Diego, CA

Trained faculty and staff district-wide in Teacher Expectations and Student Achievement and Gender and Ethnic Expectations and Student Achievement (TESA/GESA) issues. Developed and presented professional development curriculum on positive classroom discipline, learning styles, and peer coaching. Writer of ninth grade curriculum for Social Studies, incorporating culturally relevant perspectives.

### **Facilitator – Race Human Relations**

1986 – 1989

#### **San Diego City Schools**

San Diego, CA

Provided professional development on race and human relations for staff at 25 elementary and secondary schools. Researched, designed, and presented study that examined the academic success of African-American students; researched and presented demographic/ethnographic study for the Board of Education, collaborated with Second

Language department in presenting workshops on cooperative learning, learning styles, and Hispanic dropout data.

**Elementary School Teacher**

1979 – 1986

**Stockton, Vista Grande, and Kennedy Elementary Schools**

San Diego City Schools

San Diego, CA

**PROFESSIONAL DEVELOPMENT**

**California Awards for Performance Excellence (CAPE).....2006**

Boeing Inc.

Long Beach, CA

CAPE is an organization designed to help California organizations in all sectors continuously improve through a Baldrige-base performance excellence awards and feedback process. The extensive training has goals and objectives to understand customers and products and to implement a continuous improvement design for the organizations.

**Strategic Education Research Partnership Institute (SERP)**

2006

Harvard University,

Cambridge, MA

SERP is a program of “use-inspired” research development and ultimately, the mobilization of proven practices. This means that problems of student achievement and practices that support it are at the center stage in determining the research and developing agenda; the program places as much emphasis on follow-through to link knowledge and products as on research. Much of the research is carried out in classrooms, where innovative materials, methods, professional development and organizational supports are developed, tested, honed and taken to scale.

**A Framework for Understanding Poverty**

2006

San Diego, CA

A Framework for Understanding Poverty is a training model to guide and support educators and other professionals in addressing issues of understanding the challenges faced by all classes, especially the poor. Carefully researched, it provides practical yet compassionate strategies for addressing its impact on people’s lives.

**Broad Urban Superintendents Academy** 2005  
Los Angeles, CA

The Broad Superintendents Academy is a rigorous 10-month executive management program designed to prepare CEOs and senior executives from business, non-profit, military, government and education backgrounds to lead urban public school systems.

**Public Education Leadership Project** 2004  
Cambridge, MA

PELP is a joint initiative of The Harvard Graduate School of Education (HGSE) and Harvard Business School (HBS), which aims to drive student achievement through improving the leadership and management of complex urban school districts. HGSE and HBS and nine participating school districts have collaboratively designed PELP to dramatically improve the educational outcomes of these districts.

**Lenses on Learning**  
Center for the Development of Teaching  
Education Development Center 2003  
Newton, MA

Lenses on Learning: A New Focus on Mathematics and School Leadership is a three module course that teaches K-8 administrators (building principals and central office staff) to learn about standards-based mathematics education, how to support it, and the way that its principles impact key aspects of their work.

**Educational Leadership Development Academy** 2000-2003  
San Diego, CA

Under the leadership of Elaine Fink, 4-year ELDA participant. A collaboration of the University of San Diego (USD) and San Diego Unified School District with several other local institutions of higher education to produce and build a pool of high quality principals and instructional leaders that can successfully lead the improvement of instruction in their schools. New and existing administrators acquire the skills and competencies they need to be highly successful in leading system-wide reform.

**Institute for Learning, Learning Resource and Development Center** 1998  
**University of Pittsburgh**  
Pittsburgh, PA

Participate in foundational Instructional Leadership Program (ILP) designed to help districts deploy leadership skills to support higher achievement for diverse student populations.

**Comer School Development Program**  
**Yale University**  
New Haven, CT

1994

Extensively trained in The Comer Process, a school and system-wide intervention formulated by Dr. James P. Comer and Maurice Falk, which aims to bridge child psychiatry and education.

**National Conflict Resolution Center**  
San Diego, California

1993

Received intensive exposure to effective mediation techniques through a combination of lectures, simulations, and participatory exercises. Curriculum includes: conflict theory, stages of mediated problem solving, balancing power, managing the negotiation, Strategic communication skills, handling emotions and impasse.

## **PRESENTATIONS, PAPERS AND PUBLICATIONS**

Presenter, Broad Residents Program; “Characteristics of High Performing Schools,”  
June/August 2006

Keynote Speaker, College Bound San Diego and Concerned Parent Alliance, Inc. May  
2006

“And... How Are the Children: An Inside Analysis of Reform in San Diego City  
Schools”

Guest Lecturer, Harvard University, Cambridge MA, April, 2006

“Continuous Instructional Improvement: Leading a Professional Community,”  
Nova University, October 1, 2005

“Promising Practices for Improving Literacy Achievement among African-American  
Students,” Annual Conference, Association of African-American Educators, March 6,  
2004.

Presenter and Facilitator, American Institute of Research, San Diego Review, September  
2004.

“Using Data to Improve Student Achievement – Transforming Low Achieving Schools,”  
Annual Conference, Association of African-American Educators, March 8, 2003.

Panel Member, David L. Clark National Graduate Student Research Seminar in  
Educational Administration and Policy, “How can research contribute to policy and  
practice?” April 16, 2004.

“Manhattan District #2 Reform Efforts and Improved Achievement.” Presented to all District leaders and to all schools school sites in the district, San Diego City Schools, 1999-2001

“Teacher Training Model: Teacher Expectation and Student Achievement and Learning Styles, Teacher Receptivity to a Multi-dimensional Staff Development Program” presented to American Education Research Association (AERA), Chicago, IL, 1990

“Manhattan District #2 Reform Efforts and Improved Achievement.” Presented to all District leaders and to all schools school sites in the district, San Diego City Schools, 1999-2001

“Accelerated Learning Resource Packet”, San Diego City Schools, 1990

“Promoting Academic Success: National, State, and Local Data on Student Achievement”, San Diego City Schools, 1998

“Expectations Resource Packet: Valuing Diversity, and High Expectation for all Students”, San Diego City Schools, 1989

“Self-Esteem Resource Packet: Raising the Self-Esteem of Students”, San Diego City Schools, 1988

## **AWARDS**

2004 YWCA Tribute to Women and Industry (TWIN) Award Recipient

2003 Humanitarian Award Recipient, YAIAP

2003 African American Educator of the Year, Phi Delta Kappa, Inc.

1992 Race/Human Relations, Fabulous Facilitator Recipient

## **AFFILIATIONS**

Educational Leadership Development Academy, (ELDA) Committee Member

Head Start Policy Council Committee- Committee Member

Association of African-American Educators – Past President

Association of California School Administrators – Committee Member

The Elementary Principals’ Association – Past President

**EXPERIENCE**

- 2/08 – present      **The Partnership For Los Angeles Schools**      **Los Angeles, CA**  
**Chief Operating Officer**  
 Non-profit organization implementing turnaround model in twelve underperforming schools with more than 16,000 students in LAUSD.
- **“Home office” operations:** manage day-to-day operations of Partnership's organization, including budgeting, financial reporting and controls, HR, office management, risk management, technology and other areas. Help recruit additional Board members and manage Board relationships.
  - **Operations at school sites:** establish and manage operating model between the Partnership and LAUSD, including all key operational areas such as HR, budgeting, finance, maintenance, safety and other areas.
    - Lead redesign of key operational areas under the Partnership's model.
    - Help redesign LAUSD budgeting system and implement per pupil budgeting in Partnership schools.
    - Lead management of facilities and space improvement program; helped lead conversion of large comprehensive high school from year-round to traditional calendar.
    - Lead financial management of Partnership schools' public funds.
    - Lead human resources function, including recruitment, placement and retention of outstanding candidates; lead staff relations work with LAUSD.
    - Help support use of data at Partnership schools.
    - Support implementation of performance management processes.
    - Help lead initiatives to improve technology at Partnership schools.
  - **Legal:** manage internal and outside legal counsel relationships; manage development of contract between LAUSD and the Partnership formalizing delegation of management from LAUSD to the Partnership.
  - **Public policy:** help manage select policy and legislative initiatives, including effort to secure waivers from California State Board of Education.
- 7/07 – 2/08      **Office of Mayor Antonio Villaraigosa**      **Los Angeles, CA**  
**Education Advisor**
- Advised Mayor on strategies to improve education achievement for all children in LAUSD; managed critical projects for Mayor's education team; helped launch the Partnership for Los Angeles Schools.
  - Led efforts around several schools that all voted to work with the Partnership; unprecedented election yielded support of ~70% of teachers and ~85% of parents.
  - Facilitated meetings and presented Partnership goals at schools with groups of up to 200 administrators, classified staff, teachers and parents about the Partnership; managed day-to-day operations of Partnership's team in conducting outreach to potential Partnership schools.
  - Managed development of all written materials in support of Partnership's outreach effort, including responses to questions from school communities, targeted mailers, etc.
  - Developed short- and long-term budget and organizational plan for Partnership.
  - Led development of Partnership's application to become an independent 501(c)(3).
  - Helped secure \$50 mm commitment from Richard and Melanie Lundquist to the Partnership.
  - Managed Partnership staffing and recruitment efforts.
  - Led negotiations, drafting, announcement and execution of "School Safety Declaration" between Mayor, LAPD, LAUSD, LAFD and LAUSD School Police.
  - Helped lead Citywide strategy to improve City services in support of public schools.
- 4/05 – 7/07      **McKinsey & Company**      **Boston, MA and Los Angeles, CA**  
**Engagement Manager**  
 Global management consulting firm for large nonprofit, public sector and for-profit organizations.

- **Public sector:** conducted several projects for Office of Los Angeles Mayor Antonio Villaraigosa; worked with Mayor, Chief of Staff, and senior leadership of Mayor's Office.
  - Developed outcomes-based strategic plan for administration, focused on education, transportation, homeland security and public safety, energy and environment, housing and economic development, and opportunity and inclusion.
  - Developed strategy and implementation plan for Mayor's education strategy with Deputy Mayor for Education, Youth and Families; strategy was eventually published as "Schoolhouse framework."
- **Nonprofit:** developed strategies for nonprofit organizations and foundations.
  - Conducted performance review for large state and national grant program for top 10 U.S. foundation.
  - Developed strategic plan for new bi-partisan federal child advocacy organization in Washington, DC; conducted scan of landscape and opportunities.
- **Health care:** developed strategies and strategic alliances for health care companies.
  - Developed creative partnership options for largest customer of \$3 billion drug franchise.
  - Developed strategic plan for top vaccines company; assessed multiple therapeutic areas.
- **Non-client – recruiting:** directed recruiting for Business Analysts for Los Angeles office; led West Coast office undergraduate recruiting at Yale University and Claremont Colleges.

10/03 – 4/05 *Associate*

- **Health care:** developed business strategies for biotechnology and medical device companies.
  - Examined effect of recent federal legislative changes on \$10 billion biotechnology company's business; developed financial model to assess projected three-year marketplace dynamics; incorporated analysis in forecasting, brand planning, pricing and contracting processes.
  - Developed procurement strategy for \$600 million medical devices company; analyzed procurement savings potential of all indirect goods and services, leading to savings of over 10%; managed over 35 client team members from 11 countries.
- **High tech:** developed transformation strategy for \$50+ billion technology company; led analysis of portfolio management, including development of detailed P&L.
- **Non-client – volunteer:** directed Los Angeles office Adopt-a-School Program, a mentorship program for talented high school students; directed Los Angeles office Social Committee of over 20 consultants and support staff, which planned and managed all office social events.

5/00 – 8/00 *Summer Associate*

- **Nonprofit:** created development strategy for Jewish Federation's \$25 million annual campaign.
- **High tech:** generated e-commerce strategy for large US financial institution.

9/02 – 9/03 **Project GRAD Los Angeles**

**Los Angeles, CA**

*Deputy Director*

Nonprofit education reform program serving 25,000 students in an underserved community.

- Directed high school and middle school programs, including scholarship, college institute, higher education outreach and support, and middle school counseling.
- Oversaw award of \$6,000 college scholarships to 190 graduating seniors, representing 100% increase in college attendance.
- Managed five full-time staff.
- Directed implementation of \$3 million GEAR UP grant for middle and high school programs; presented at national conference on Project GRAD Los Angeles program efficacy.
- Served as interim Executive Director during Director's month-long absence; represented organization at community meetings and public events.
- Co-developed fundraising strategy; authored GEAR UP report for federal government.
- Directed development of Project GRAD Los Angeles web-based student and family database.

6/01 – 8/01 **Los Angeles Community Design Center**

**Los Angeles, CA**

*Assistant Project Manager for Planning & Development*

Nonprofit affordable housing development and property management firm with over 70 employees.

- Led pre-development process for multiple projects; worked with communities to identify sites.
- Conducted economic feasibility analysis and pro forma financial projections; researched potential public and private funding sources; calculated debt capacity.

9/97 – 8/99 **The Friends Of The Family Academy, Inc.** **New York, NY**  
**Development Associate**

Nonprofit that managed social service, enrichment and parenting programs in a public school.

- Generated over \$1.5 million in grant income with 100% success rate.
- Developed and managed \$1.5 million annual budget; reported directly to President and Board.
- Trained and mentored four new employees and five summer interns; ran HR department.
- Led statistical analysis of program efficacy.
- Conducted strategic review; facilitated acquisition of new site that doubled student capacity.

5/97 – 9/97 **Ridgewood Bushwick Senior Citizens Center** **Brooklyn, NY**  
**Director, Summer Youth Employment Program**

- Hired, trained and managed full-time staff of 29 that included teachers, counselors, job-site supervisors, and college interns; counseled staff on coping with stressful environment.
- Successfully placed 650 young adults, ages 14-21, in jobs at 65 job sites.
- Directed academic enrichment program for 200 young adults.
- Managed \$650,000 budget and relationship with NYC Department of Employment.

9/96 – 6/97 **Saint Ann's School** **Brooklyn, NY**  
**Mathematics Teacher**

- Taught five mathematics courses to fourth, sixth, eighth and ninth graders.
- Designed curriculum for each class, including classroom activities and assessments.

6/95 – 8/95 **Summerbridge Sacramento** **Sacramento, CA**  
**Mathematics and Chemistry Teacher, Head of Math Department**

Academic enrichment program for talented seventh and eighth graders from low-income schools.

- Designed curriculum for summer mathematics and chemistry classes.
- Directed departmental meetings; coordinated day-long scholastic/athletic event.

## EDUCATION

2000-2002 **Princeton University, Woodrow Wilson School of Public and International Affairs**  
 Master's in Public Affairs, Domestic Policy concentration, May 2002

1999-2002 **Columbia Business School**  
 Master's in Business Administration, May 2002

1992-1996 **Yale University**  
 BA *Summa Cum Laude*, Psychology with focus on child development, May 1996

## AWARDS AND HONORS

- **Princeton University:** Karl E. Prickett Fellowship; distinction on First and Second Year Qualifying Examinations.
- **Columbia Business School:** 2001 CORPS Nonprofit Fellowship; Beta Gamma Sigma; Dean's list; First Place in Turnaround Management Association's Best Paper Competition.
- **Yale University:** Phi Beta Kappa; Branford College graduation award for outstanding character; distinction in Psychology major; Psi Chi, National Psychology Honor Society.
- **McKinsey & Company:** two-time winner of appreciation award from support staff; recipient of Community Fellow residency position with nonprofit practice.

## ADDITIONAL SKILLS/INTERESTS

- Skilled in statistical modeling software (Crystal Ball, SPSS and Stata) and Microsoft Office.
- Interests include running, architecture, travel and New York Giants; proficient French.

# **Kennon K. Mitchell, Ph.D.**



## **Education**

Doctor of Philosophy, Education. Focus on urban educational leadership and urban school renewal. Dissertation: "Standing in the Gap: A critical case study of the *MAAT Academy*, an African American male intervention program." Claremont Graduate University (January 2003)

Master of Arts, Educational Administration. California State University, San Bernardino (March 1999)

Master of Arts, Education. Claremont Graduate University (January 1997)

Bachelor of Arts, Liberal Studies. Sociology major with a minor in Ethnic Studies. University of California, Riverside (March 1995)

## **Credentials**

Professional Administrative Services Credential. California State University, San Bernardino (Expires: 2011)

Professional Clear Multiple Subject Credential with Crosscultural, Language & Academic Development Emphasis (CLAD) Certification. Claremont Graduate University (Expires: 2011)

## **Management Experience**

Assistant Superintendent, Instruction. Partnership for Los Angeles Schools. July 2008-Present

Director I, Categorical Programs, Rialto USD. July 2005-June 2008

Principal, Frisbie Middle School, Rialto USD. July 2002-June 2005

Assistant Principal, Frisbie Middle School, Rialto USD. July 2000-June 2002

Dean of Students, Jehue Middle School, Rialto USD. July 1998-June 2000

## **Higher Education Experience**

Adjunct Professor; California State University, San Bernardino; Educational Leadership. March 2005-Present (Part Time)

Adjunct Professor; Azusa Pacific University; Teacher Education. June 2004-Present (Part Time)

# Kennon K. Mitchell, Ph.D.



## K-12 Teaching Experience

Trapp Elementary, Rialto USD Grades 1, 2, 6. August 1995-June 1998

## Publications

*“Standing in the Gap: A Critical Case Study of the MAAT Academy,”* Dissertation. Claremont Graduate University, 2003.

*“Establishing African American Male Intervention Programs Within Public Schools,”* Educational Horizons, Spring 2002.

## Professional Memberships

- Rialto School Manager’s Association (RSMA)
- Association of California School Administrators (ACSA)
- National Association of Black School Educators (NABSE)
- California Association of Black School Educators
- National Association of Federal Program Administrators
- California Association of Administrators of State and Federal Education Programs
- Omega Psi Phi Fraternity, Inc.

## References

Edna Herring Superintendent Rialto Unified School District (909) 820-7700, ext. #2124	Joseph Davis, Ed. D. Deputy Superintendent, Business Services Rialto Unified School District (909) 820-7700, ext. #2211
Michael Brown, Ph. D. Asst. Superintendent, Instructional Services Rialto Unified School District (909) 820-7700, ext. #2312	Gail Mathews Asst. Superintendent, Instructional Services Rialto Unified School District (909) 820-7700, ext. #2367

## **PAUL EDWARD TYTLER**

### **EDUCATIONAL LEADERSHIP EXPERIENCE:**

- \* **Secondary School Redesign**
- \* **Leadership and Organizational Development**
- \* **Operations and Systems Management**
- \* **Curriculum and Instruction Leadership**

- 2007- 2009    Educational Consultant, Technical Assistance
- Northwest Regional Educational Laboratory
  - TimeWise
  - District of Columbia Public Schools
  - Memphis City Schools
  - Partnership for Los Angeles Schools
- 2005- 2007    Director of Redesign, School Redesign Network, Stanford University
- 2002- 2005    Principal, Clover Park HS. Clover Park School District
- 1998- 2002    Assistant Principal. Mountlake Terrace HS. Edmonds School District.
- 1997- 1998    Assistant Principal. Mount Baker HS. Mount Baker School District.

### **EDUCATION:**

UNIVERSITY of WASHINGTON  
Degree: Education Doctorate (Ed.D Candidate)  
Major: Educational Leadership

UNIVERSITY of WASHINGTON  
Degree: Masters in Education  
Major: Educational Leadership

SUNY GENESEO  
Degree: Bachelor of Science  
Major: Special Education

Community College of the Finger Lakes  
Degree: Associate of Arts  
Major: Human Services

## **TEACHING EXPERIENCE: SPECIAL EDUCATION TEACHER**

1994- 1997 WOODWARD MIDDLE SCHOOL. BAINBRIDGE ISLAND, WA. 1991-  
1994 ABERDEEN HIGH SCHOOL. ABERDEEN, WA.  
1990- 1991 BOCES ALTERNATIVE HIGH SCHOOL. ROCHESTER, N. Y.

## **RELATED EXPERIENCE:**

NWREL Leadership Workshop  
School Redesign Network, Summer Conference Facilitator  
Presentation Superintendents Cohort: Bill and Melinda Gates Foundation  
Small Schools Principals Presentation: Portland Small Schools Conference  
Panelist Coalition of Essential Schools 2004 Fall Forum  
US Department Of Education Technical Expert- Principals' Leadership Summit  
Member of the NASSP Special Education Advisory Committee  
Gils' Hills Program Director- Delinquent Prevention Program  
Geneseo Migrant Center- ESL Instructor  
High Frontier- Counselor for Adolescent Residential Treatment Program

## **PROFESSIONAL ASSOCIATIONS:**

Washington State School Directors' Association  
National Association of Secondary School Principals  
Association for Supervision and Curriculum Development  
Council for Exceptional Children  
Presentations:  
1994 and 1995 Washington State CES Conference  
1999 and 2000 CES National Conference  
Coalition of Essential Schools  
Fall Forum '03, '04, and '05 presentations  
Washington Education Research Association  
Presentation: 2004 Clover Park High School Redesign

## **REFERENCES**

Dr. Larry Nyland, Superintendent, Marysville School District  
Mark Baier, Principal, Centennial High School  
Pam Hopkins, Assistant Superintendent, Snohomish School District

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## **REFERENCES**

Dr. Larry Nyland, Superintendent, Marysville School District  
Mark Baier, Principal, Centennial High School  
Pam Hopkins, Assistant Superintendent, Snohomish School District

## RESUME OF QUALIFICATIONS

### Harry “Doc” Ervin

**Objective** - To provide effective leadership that leads to the building of a professional learning community where teachers, parents, students and the school administrator all work together to ensure that high expectations lead to increasing student achievement for every student, in every classroom, every year.

#### **EXPERIENCE**

**2008 - Present**

**Assistant Superintendent of Instruction - Partnership for Los Angeles Schools  
Los Angeles, California**

The Partnership for Los Angeles Schools (“The Partnership”) is a new nonprofit organization committed to the transformation of Los Angeles Public Schools started by Los Angeles Mayor Antonio Villaraigosa. The Partnership currently serves and supports schools in East LA and South LA with close to 20,000 children.

**2005 - 2008**

**Principal – Heritage College Ready Academy High School  
Los Angeles, California**

Heritage College-Ready High School is a small high performing comprehensive high school, located in South Central, California and serves a diverse student population of 60% Latino, and 40% African American. The school’s primary goal is to prepare all students for college by offering a rigorous college-prep academic program. During Heritage’s first year of operation, they outperformed area schools by an average of 120 API points.

**2004 – 2005**

**Principal, Colton High School  
Colton, California**

Colton High School is a large comprehensive high school of 3300 students. The diverse populations of students include 70% Latino, 18% White, 7% African American, and 2% Asian, with the other 3% divided among other major ethnicities. School is staffed by an instructional team of 134 teachers and 100 clerical staff. School met API, AYP, and CAHSEE Goals.

**2003 – 2004**

**Principal, Yucca Valley High School  
Yucca Valley, California**

Yucca Valley High School is a comprehensive high school with 1400 students. It serves a diverse student population of 72% White, 13% Hispanic, 2% African-American, and 12% other. School API increased from 621 to 700 over two years during my tenure. The numbers of students passing the CASHEE increase from 54% to 89%. The school is supported and supervised by an instructional team of 65 teachers and 35 clerical staff.

**2000 – 2003**

**Administrator, Fontana High School  
Fontana, California**

Fontana high school is a large comprehensive high of 4300 students located in Fontana, California. The student population is 90% Hispanic, 10% White, 7% African-American, and 3% other. School API increased during three year tenure from 488 to 601. An instructional team of 172 teachers and 80 clerical staff supervise and support the school.

<b>1998 – 2000</b>	<p><b>Assistant Principal – San Marcos High School</b>  <b>San Marcos, California</b>  San Marcos High School is a large comprehensive high school of 3000 students. Student Demographics included 60% Hispanic, 30% White, and 7% African-American. The school is supported by 120 teachers and 60 staff members.</p>
<b>1994 - 1998</b>	<p><b>Teacher – Mesa Verde Middle School</b>  <b>Poway, California</b></p> <ul style="list-style-type: none"> <li>• 1400 Students, 6<sup>th</sup> – 8<sup>th</sup> grade</li> <li>• 90% White, 5% African-American, 5% other</li> </ul>
<b>EDUCATION</b>	<p>Cal State Fullerton  Fullerton, California  School Administration, Administrative Professional Clear Credential (2003)</p> <p>Alliant International University  San Diego, California  Master of Arts Degree – Educational Administration (1995)  Bachelor of Arts, Liberal Studies (1993)</p> <p>Alliant International University  San Diego, California  School Administration, Administrative Services Credential (1998)  Multiple Subject Credential K-12 (1994)</p>
<b>Professional Development</b>	<p>ACSA Principal’s Academy  California School Leadership Academy  Curriculum Development Academy  Essential Elements of Instruction Training  Clinical Supervision Academy  Teacher Appraisal System Academy  UCLA School Management Program  California Distinguish School Evaluator</p>
<b>Related Activities</b>	<p>IIUSP School Team Consultant  National University Professor (TIER I &amp; II)  Cal State San Bernardino Adjunct Professor</p>
<b>Languages</b>	<p>Bilingual/Spanish</p>
<b>References</b>	<p>Available upon request</p>

# Appendix 2

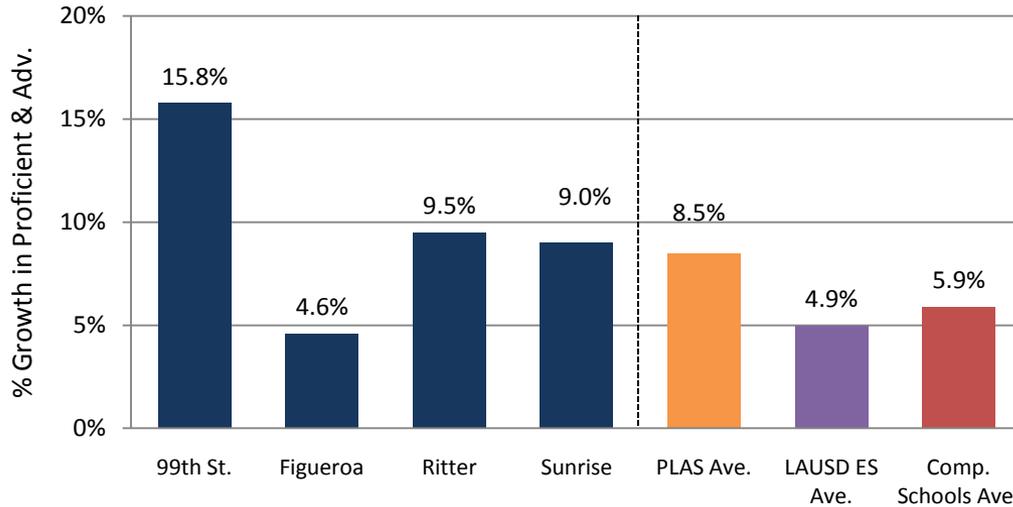
# Elementary

## Partnership for Los Angeles Schools: Year-end Data Review (2008-09)

Analysis of Key Performance Indicators

# Elementary School CST Growth

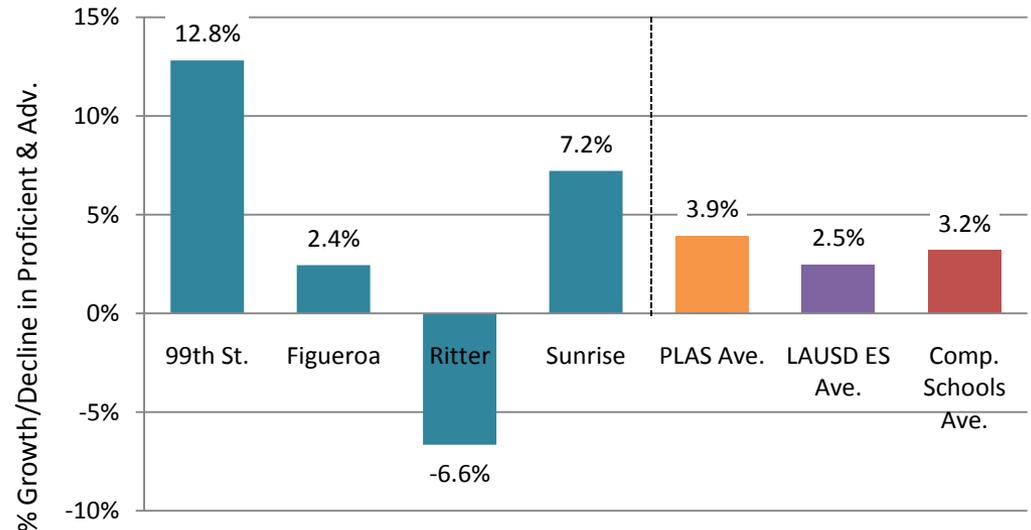
**Elementary CST English Language Arts**  
1-yr. Growth (2007-08 to 2008-09)



99<sup>th</sup> Street ES is in top 2% for growth in ELA and Math among all LAUSD elementary schools

Ritter is in top 10% for growth in ELA (46 out of 441 schools)

**Elementary CST Mathematics**  
1-yr. Growth/Decline (2007-08 to 2008-09)

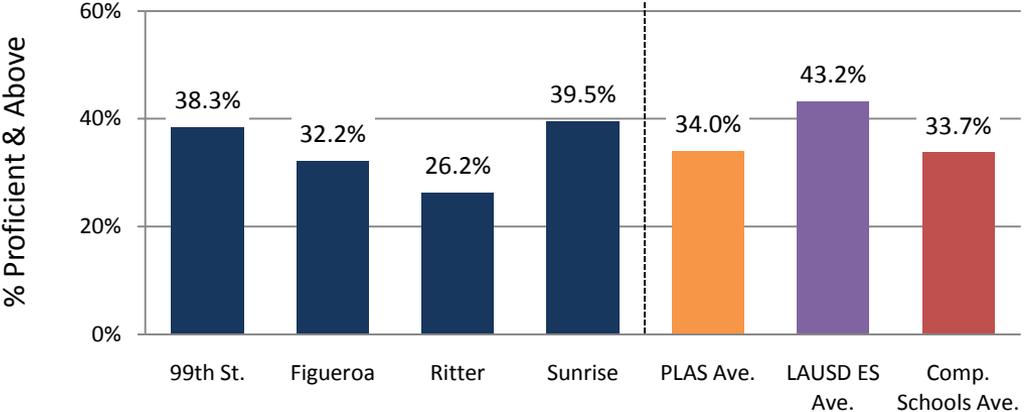


Sunrise ES is in top 10% for growth in Math of all LAUSD schools (39 out of 441 schools)

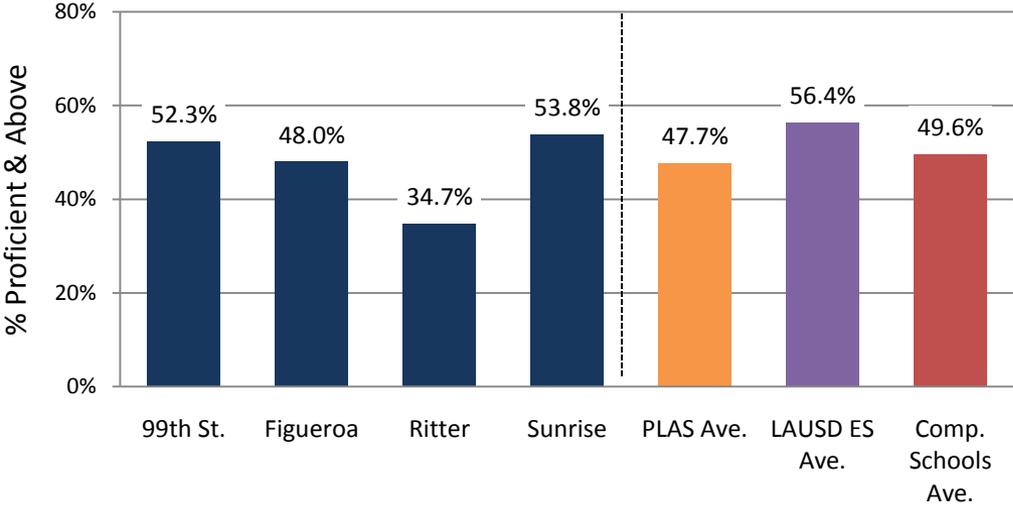
Nearly 13% of 99<sup>th</sup> Street ES students improved their proficiency rates in Math

# Elementary School Student CST Proficiency in ELA & Math

### Elementary English Language Arts 2008-09 CST Results



### Elementary Mathematics 2008-09 CST Results



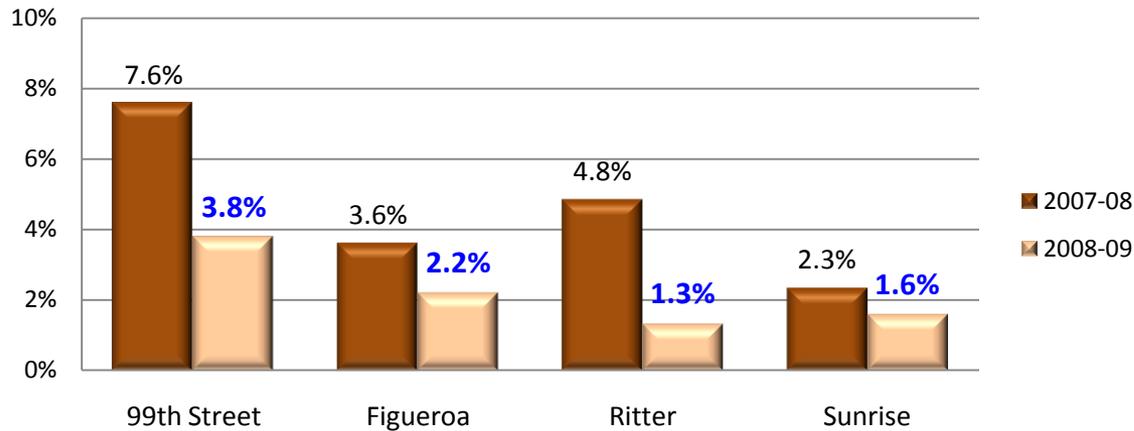
# Attendance

Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)

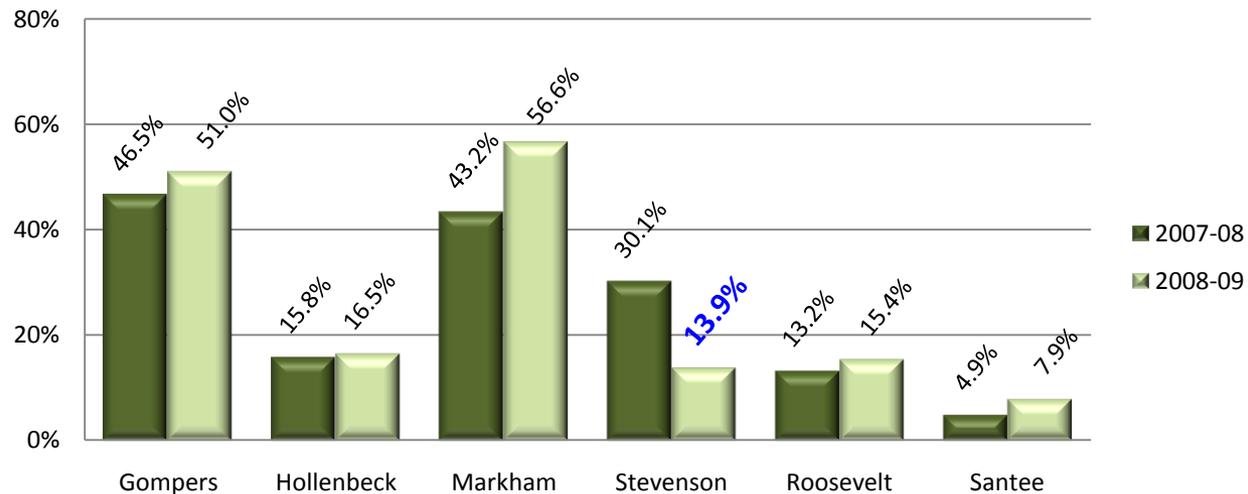


# Suspensions

## PLAS Elementary Schools: YTD Suspension Rate (2007-08 vs. 2008-09)

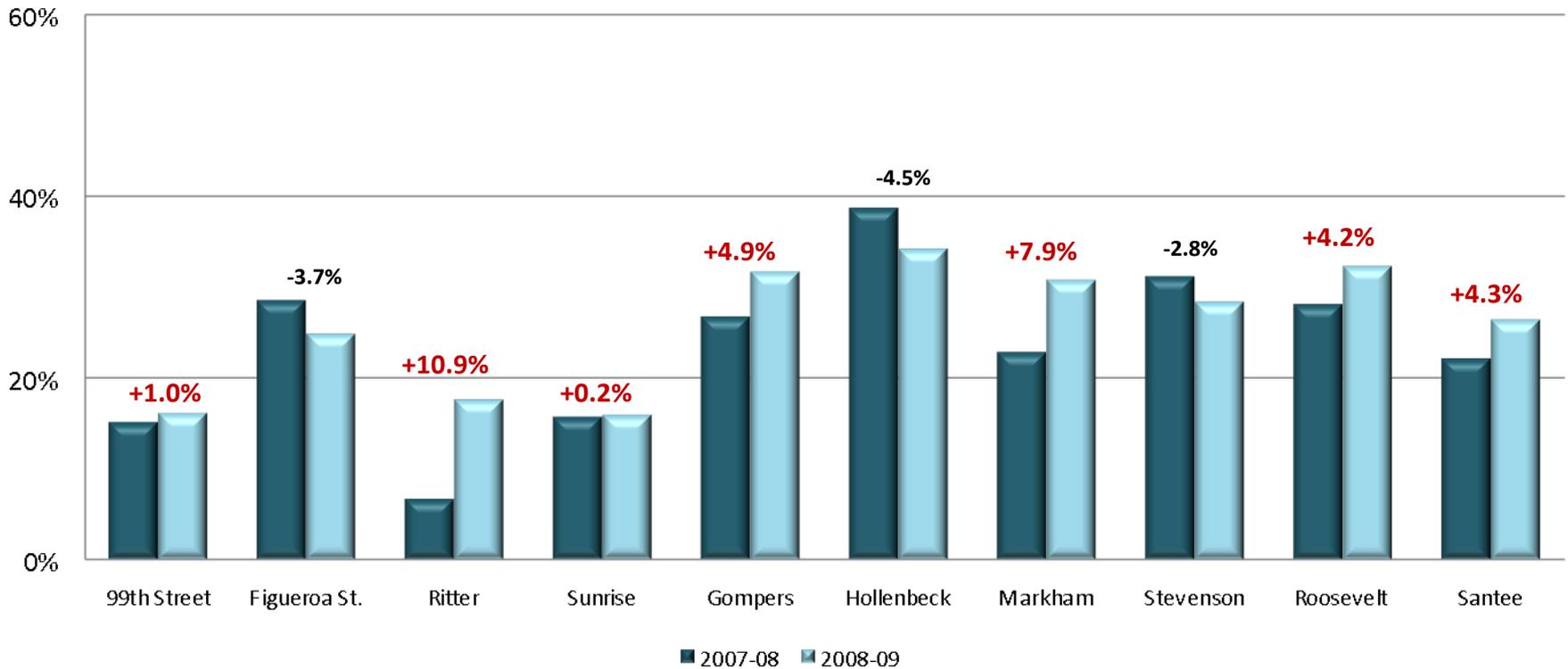


## PLAS Secondary Schools: YTD Suspension Rates (2007-08 vs. 2008-09)



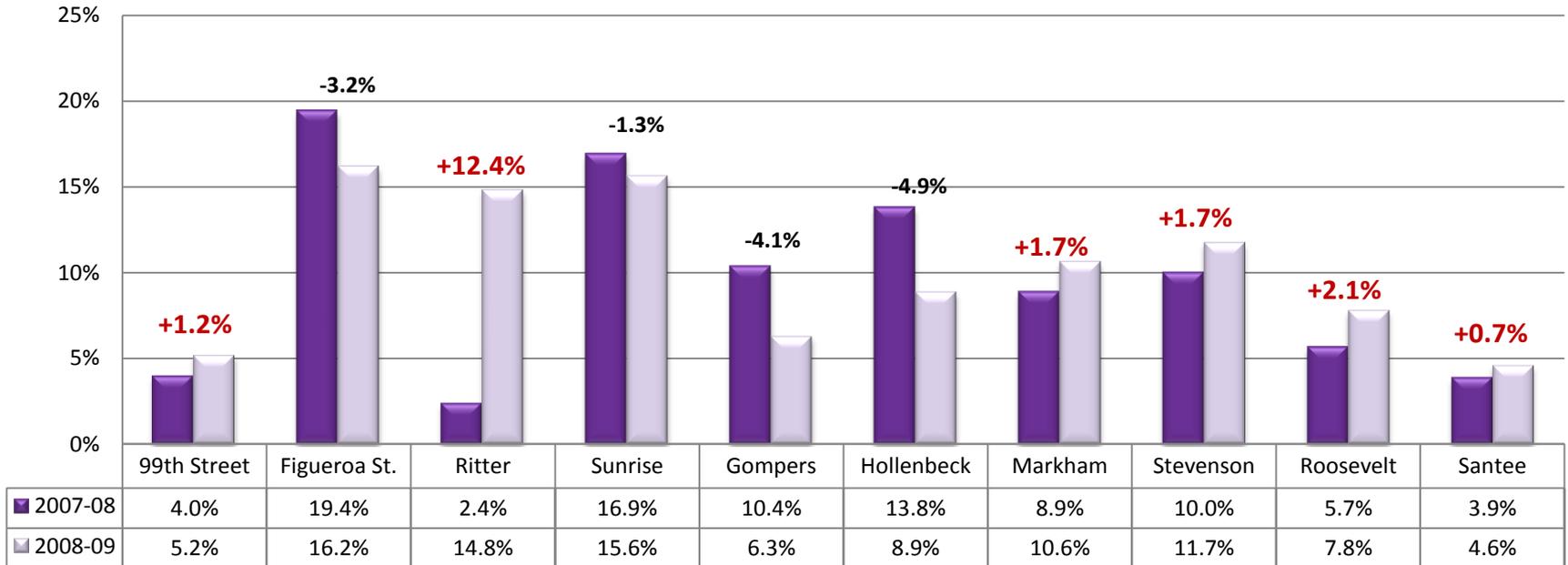
# CELDT: Percentage of English Learners Making Annual Progress in Learning English

English Learners Meeting Minimum CELDT Benchmarks to be Eligible for Reclassification  
(2007-08 vs. 2008-09)



# English Learner Redesignation

English Learner Redesignation Rates  
(2007-08 vs. 2008-09)



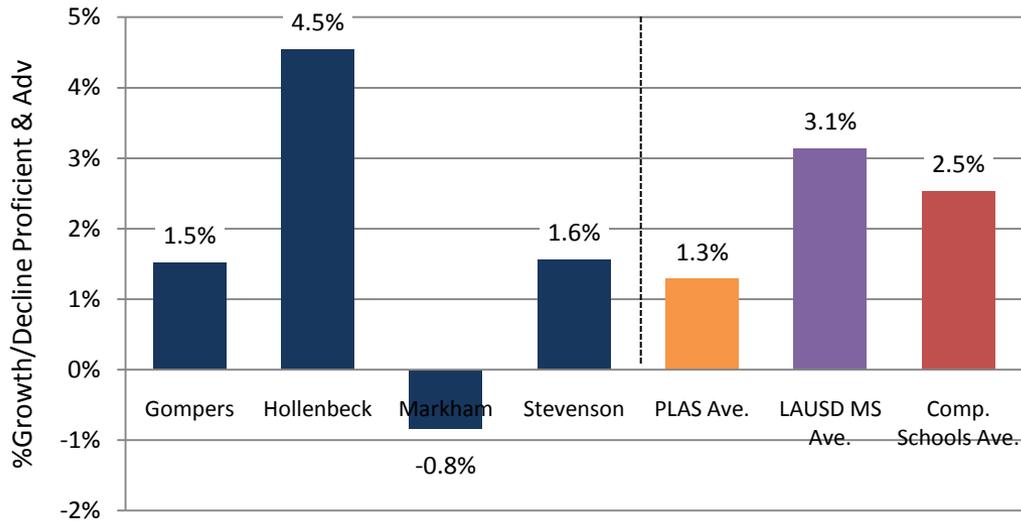
# MIDDLE SCHOOL

**Partnership for Los Angeles Schools:  
Year-end Data Review (2008-09)**

Analysis of Key Performance Indicators

# Middle School CST Growth

**Middle School CST English Language Arts**  
**1-yr. Growth/Decline (2007-08 to 2008-09)**



Hollenbeck MS is in the top 10% for growth in math, science, and social science (10 out of 75 schools)

Gompers MS grade 7 had 3.4% increase in proficiency for ELA

Stevenson MS had 6.7% increase in % of students scoring at or above proficient in Algebra 1

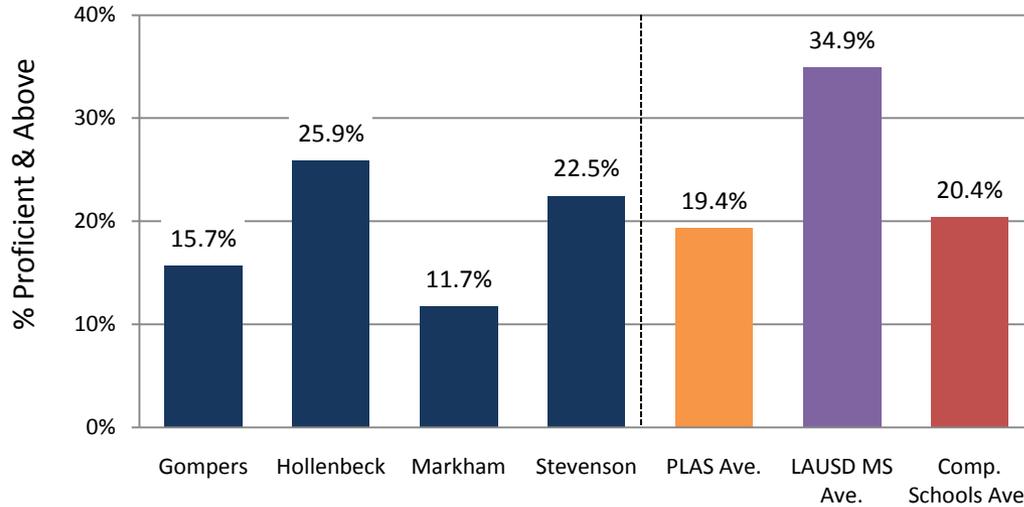
Markham MS had 13% increase in # of students taking Algebra 1 while decreasing by 5.6% the percent of students far below & below basic

**Middle School CST Mathematics**  
**1-yr. Growth/Decline (2007-08 to 2008-09)**

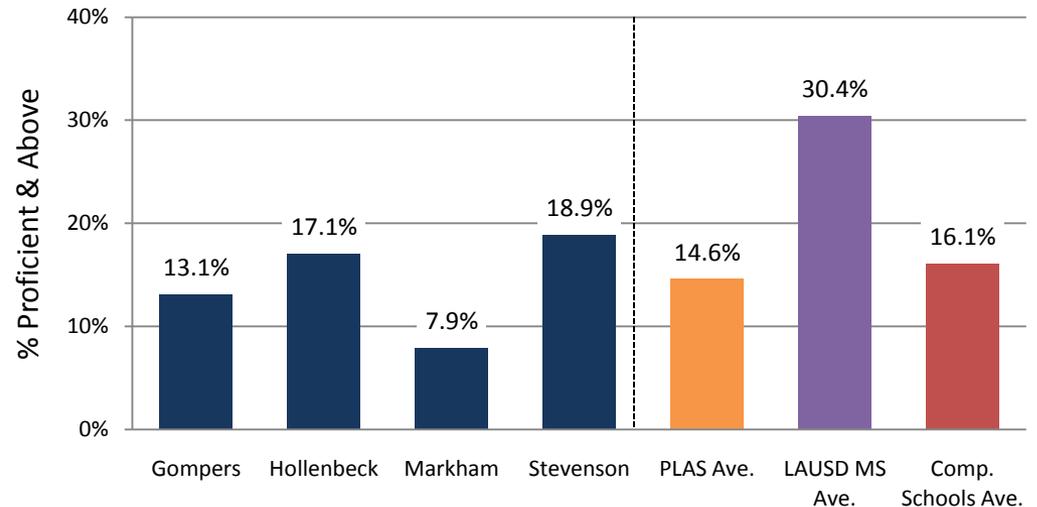


# Middle School Student CST Proficiency in ELA & Math

**Middle School English Language Arts  
2008-09 CST Results**

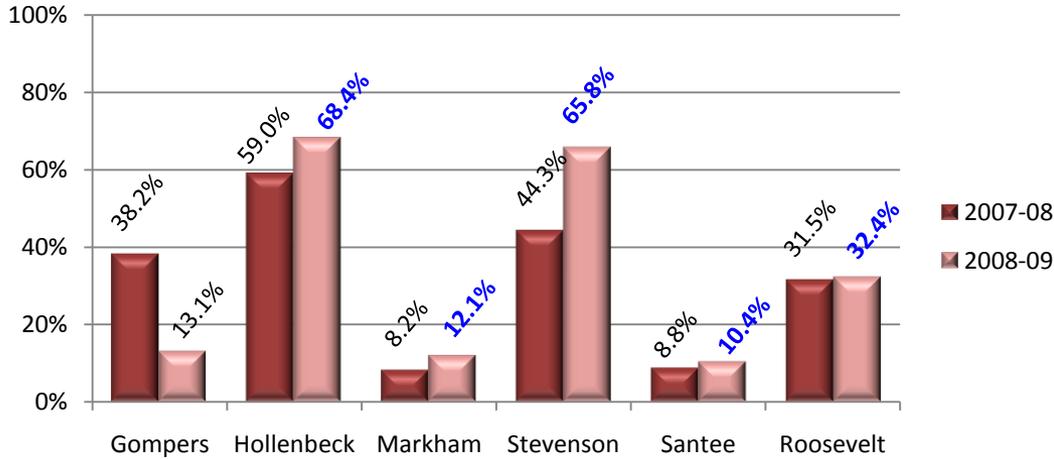


**Middle School Mathematics  
2008-09 CST Results**

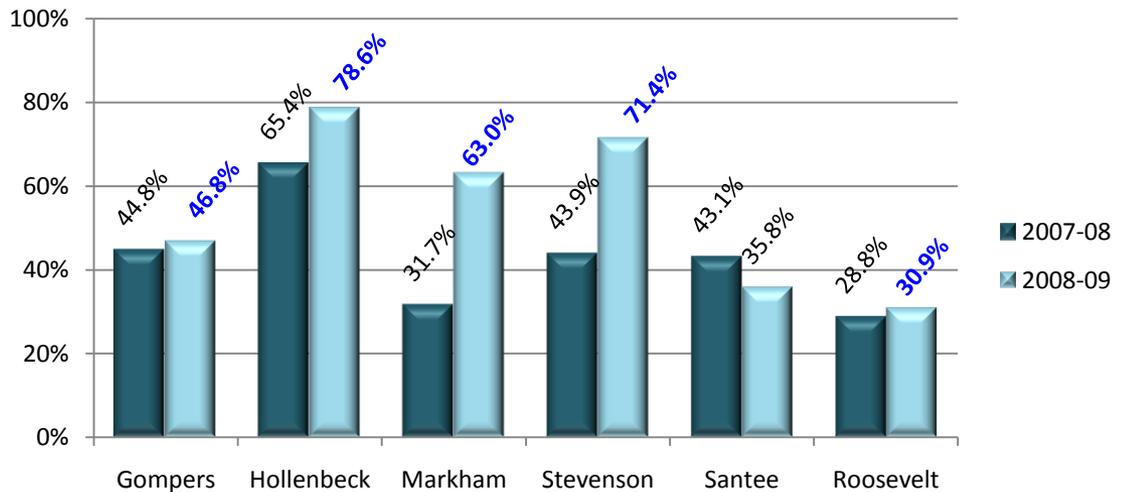


# Breakfast and Lunch Participation

## Average Daily Participation: Breakfast



## Average Daily Participation: Lunch



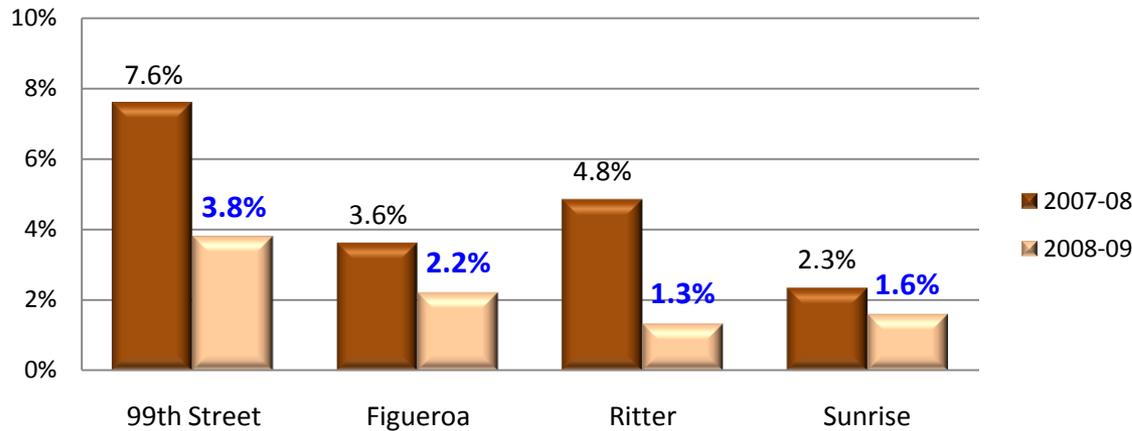
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## Change in YTD Attendance Rate from 2007-08 to 2008-09 (through June 2009)

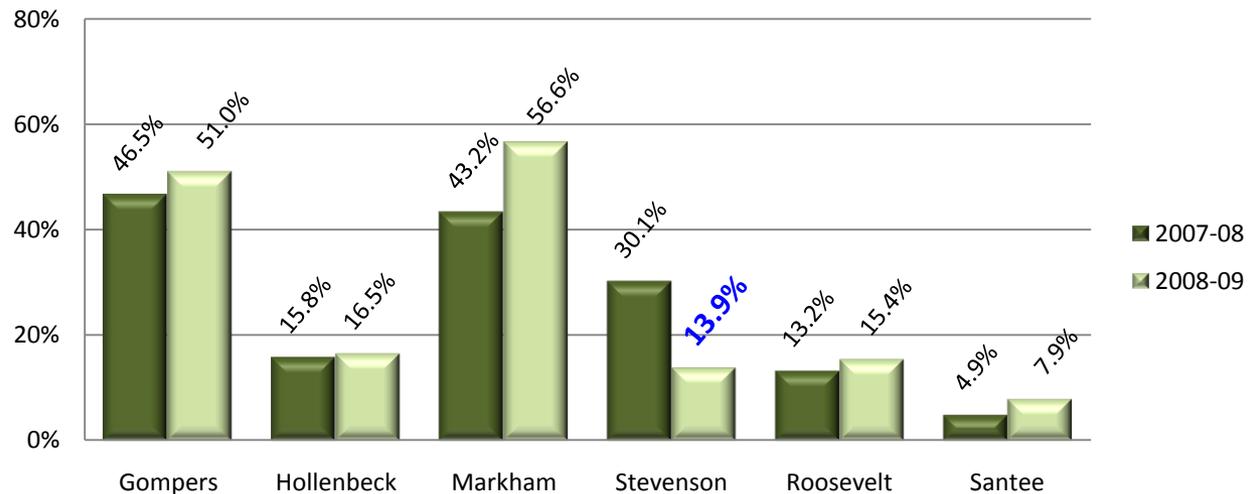


# Suspensions

## PLAS Elementary Schools: YTD Suspension Rate (2007-08 vs. 2008-09)

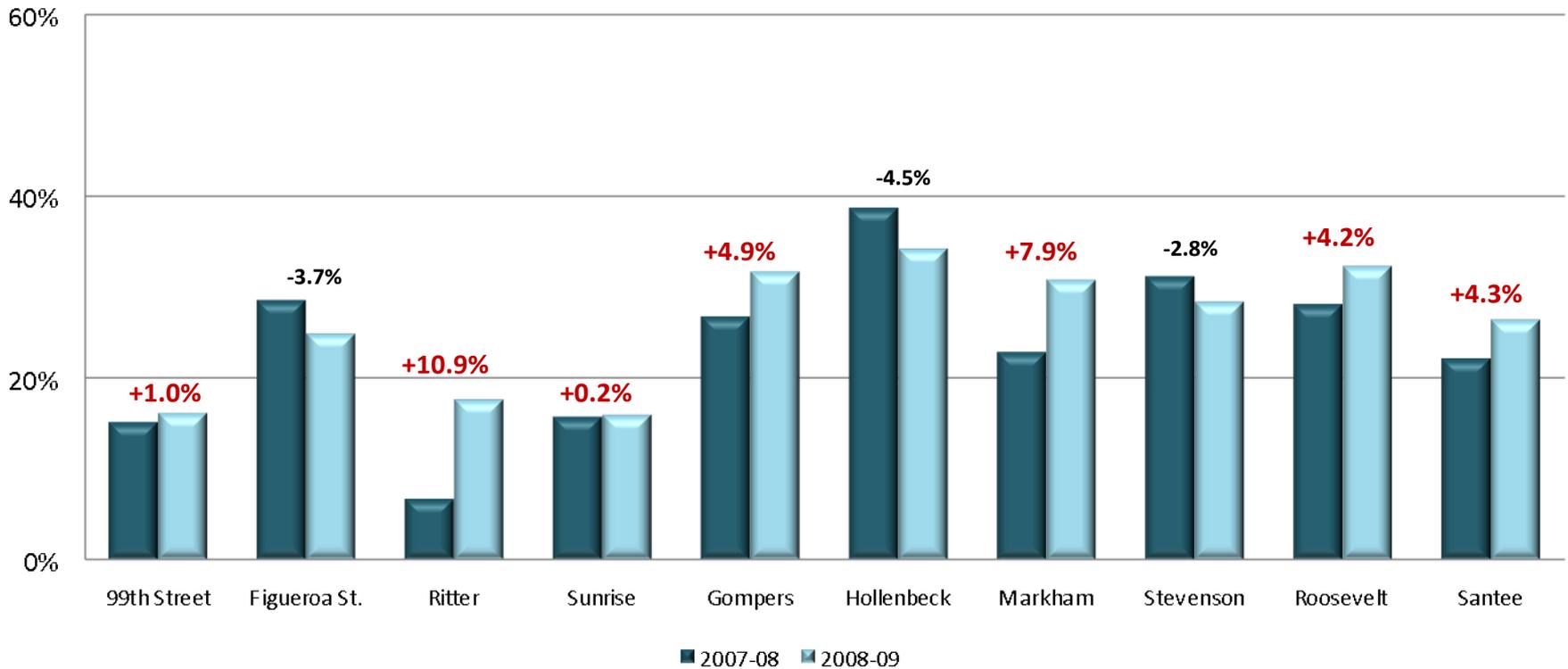


## PLAS Secondary Schools: YTD Suspension Rates (2007-08 vs. 2008-09)



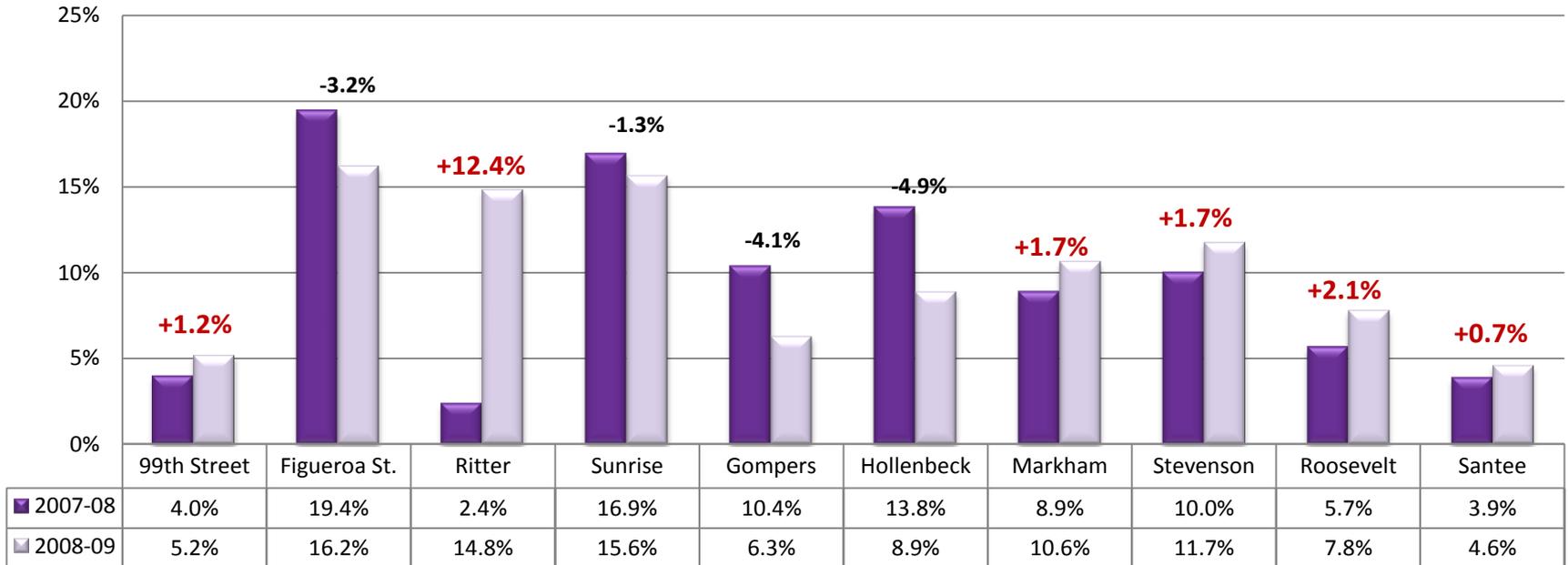
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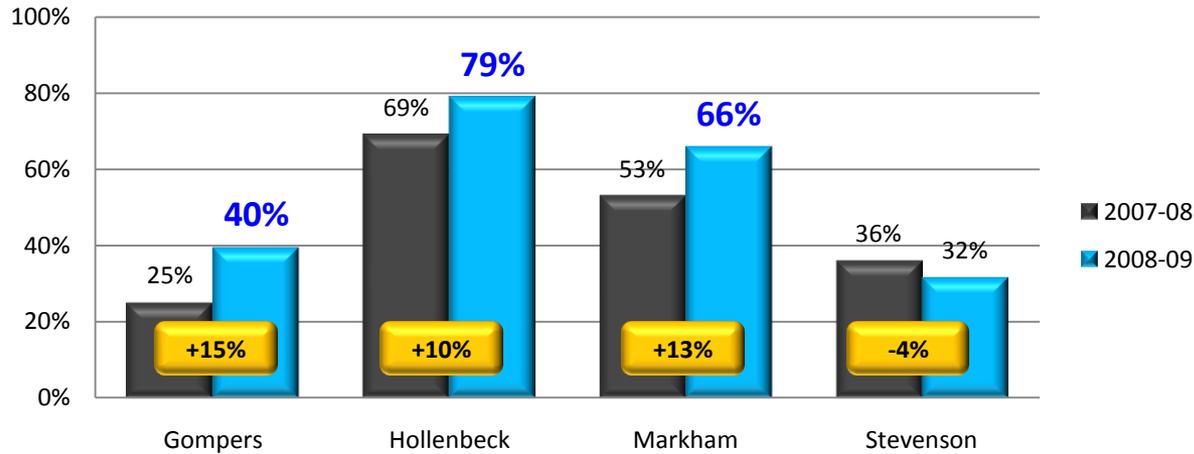
# English Learner Redesignation

English Learner Redesignation Rates  
(2007-08 vs. 2008-09)

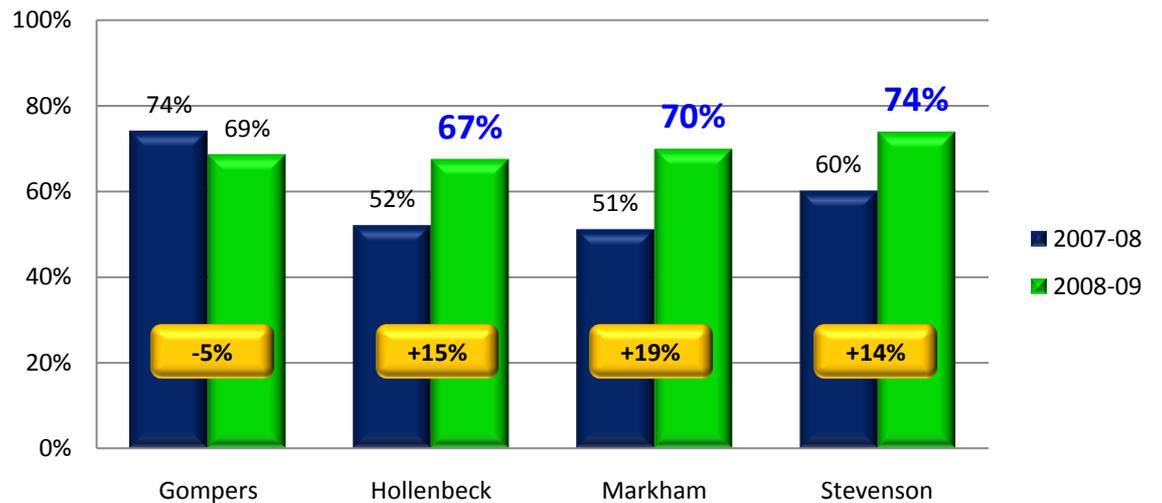


# 8<sup>th</sup> Grade Algebra 1

## 8th Graders Enrolled in Algebra I



## 8th Graders Passing Algebra I with a 'C' or Better



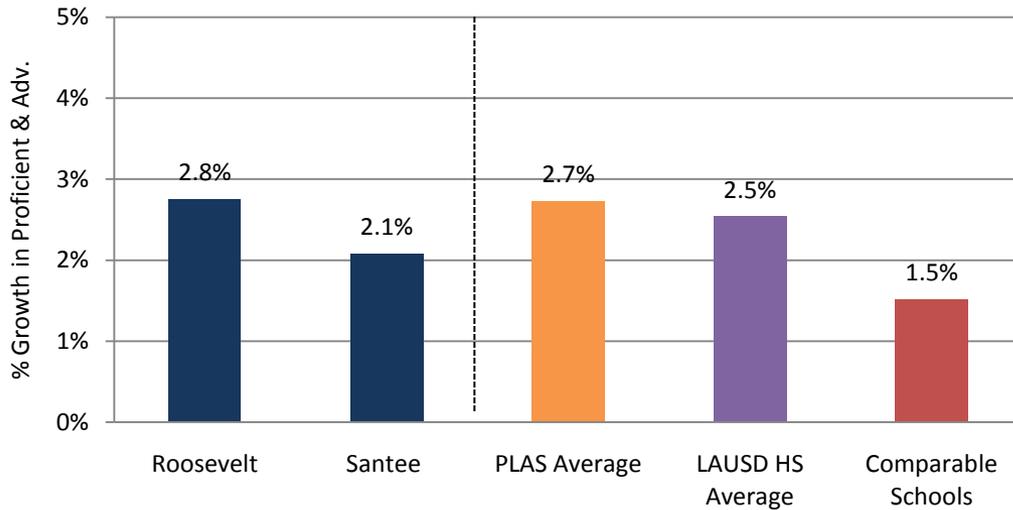
# HIGH SCHOOL

## Partnership for Los Angeles Schools: Year-end Data Review (2008-09)

Analysis of Key Performance Indicators

# High School CST Growth

**High School CST English Language Arts**  
**1-yr. Growth (2007-08 to 2008-09)**

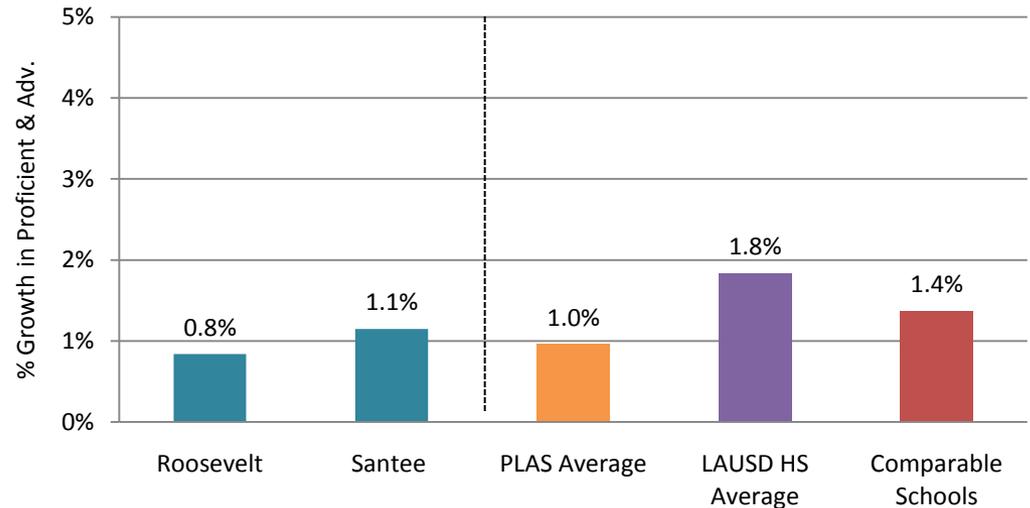


Roosevelt and Santee both ranked in the upper third in improvement in English

Santee had a 26.4% decline in percent of African American students bar below and below in ELA

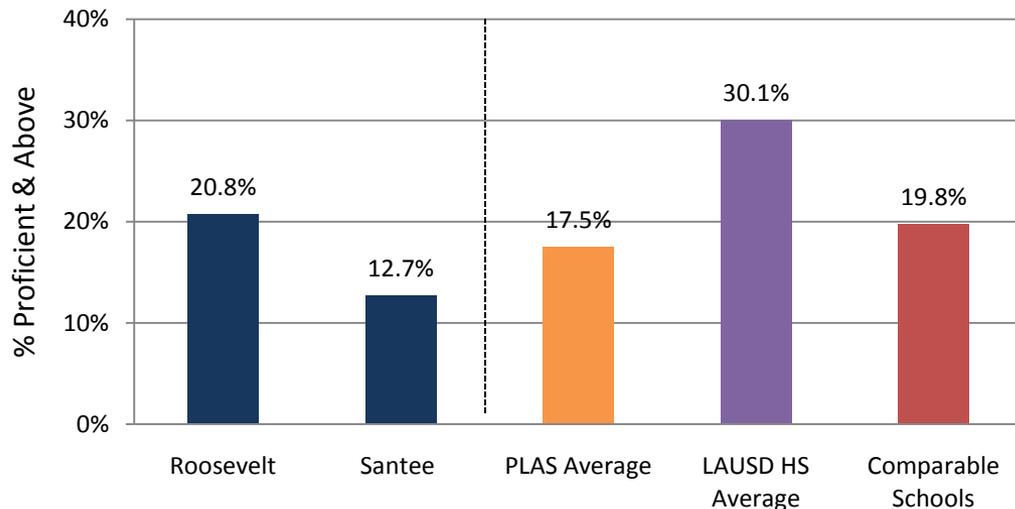
Roosevelt had 6.4% increase in percent of 10<sup>th</sup> grade students scoring at or above proficient in math

**High School CST Mathematics**  
**1-yr. Growth (2007-08 to 2008-09)**

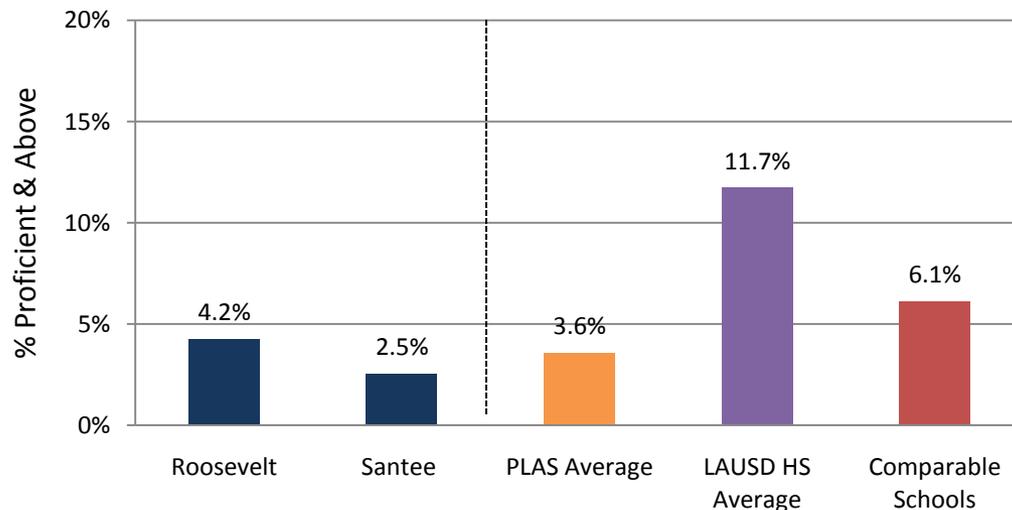


# High School Student Proficiency in ELA & Math

## High School English Language Arts 2008-09 CST Results



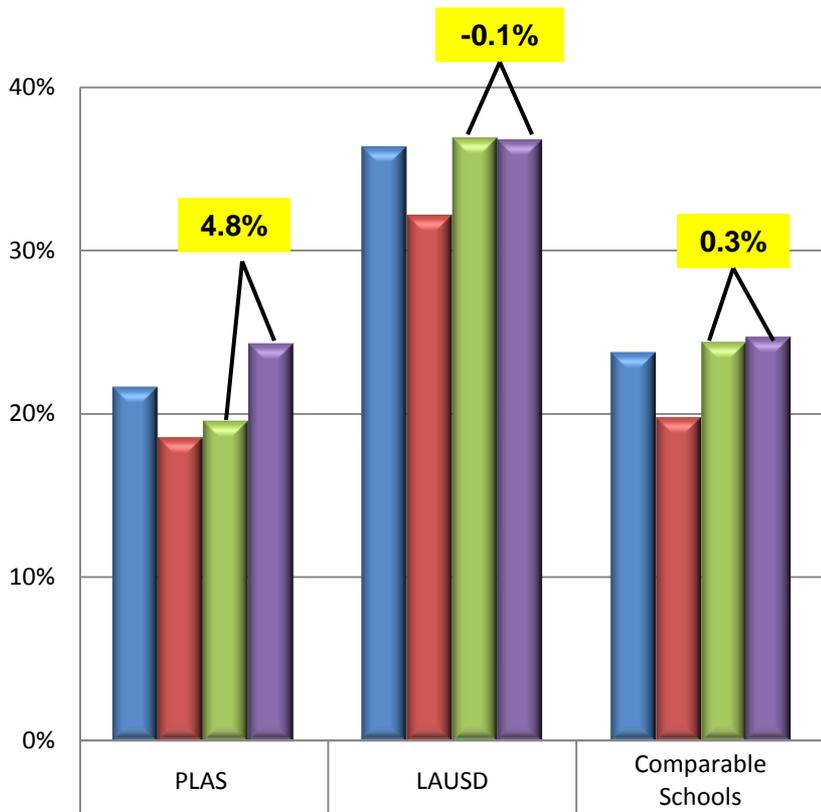
## High School Mathematics 2008-09 CST Results



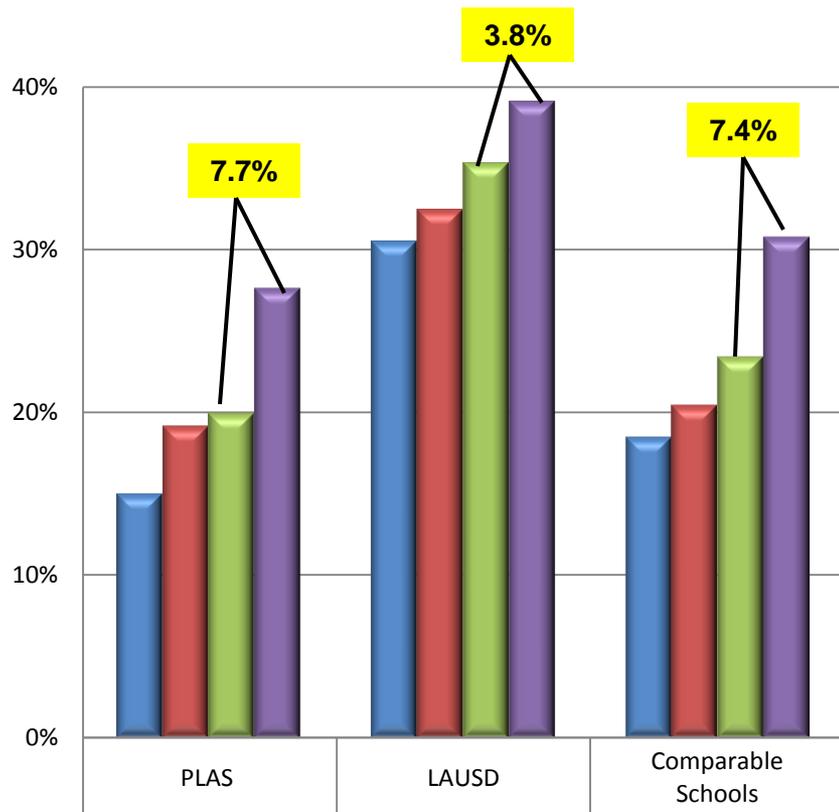
# **CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**

# 10<sup>th</sup> Grade CAHSEE Proficiency Rates (AYP)

## 10th Grade CAHSEE ELA Proficiency Rates (AYP)



## 10th Grade CAHSEE Math Proficiency Rates (AYP)

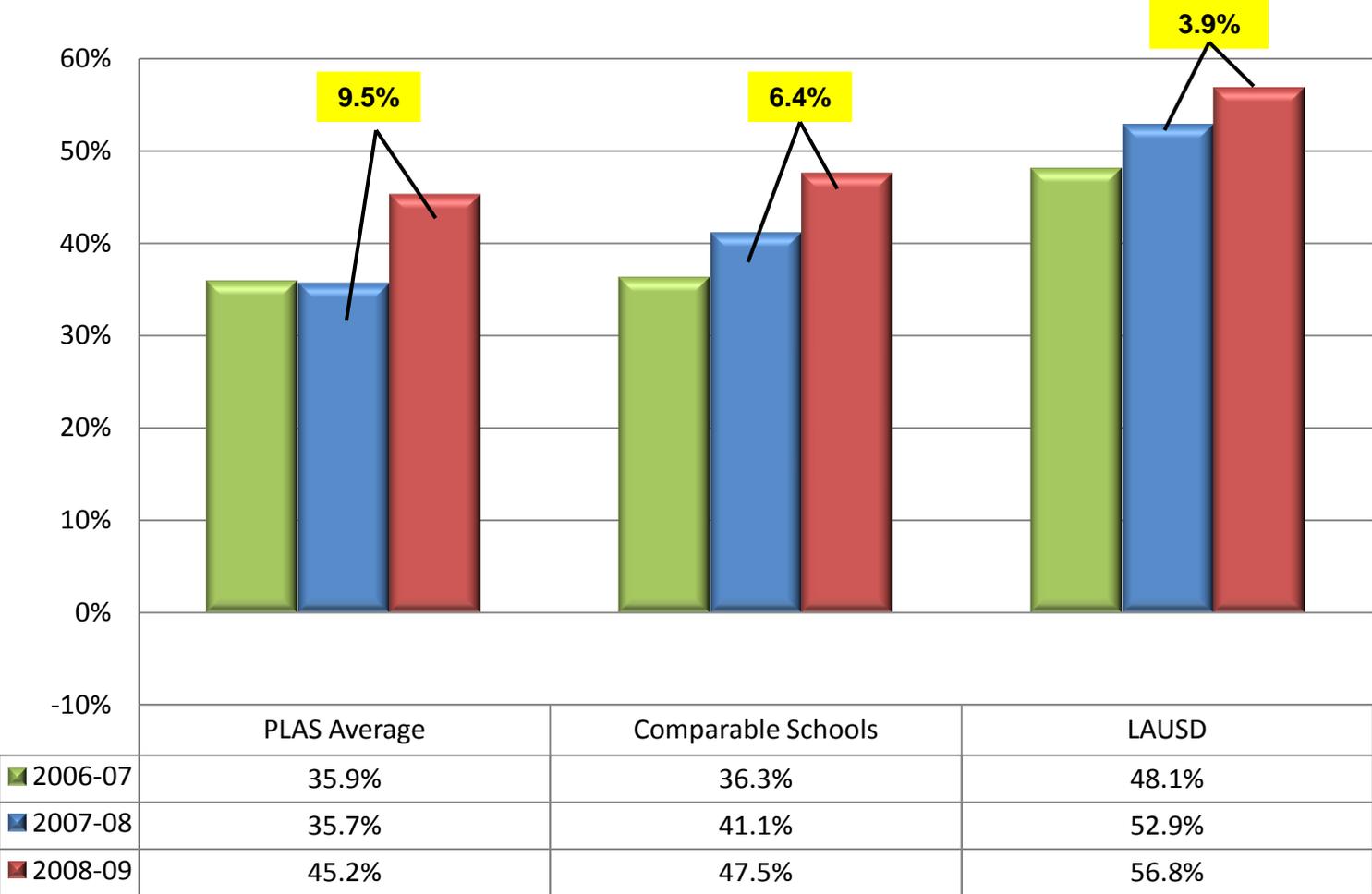


	PLAS	LAUSD	Comparable Schools
2005-2006	21.6%	36.3%	23.8%
2006-2007	18.6%	32.1%	19.8%
2007-2008	19.5%	36.8%	24.4%
2008-2009	24.3%	36.7%	24.7%

	PLAS	LAUSD	Comparable Schools
2005-2006	15.0%	30.5%	18.5%
2006-2007	19.2%	32.4%	20.4%
2007-2008	19.9%	35.3%	23.4%
2008-2009	27.6%	39.1%	30.8%

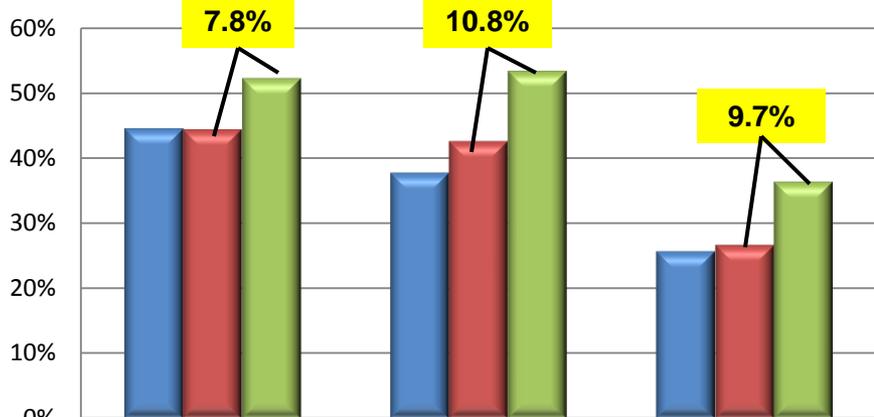
# PLAS Average: 10<sup>th</sup> Graders Passing both Sections of the CAHSEE on First Attempt

10th Graders Passing CAHSEE on 1st Attempt: 2006-07 to 2008-09



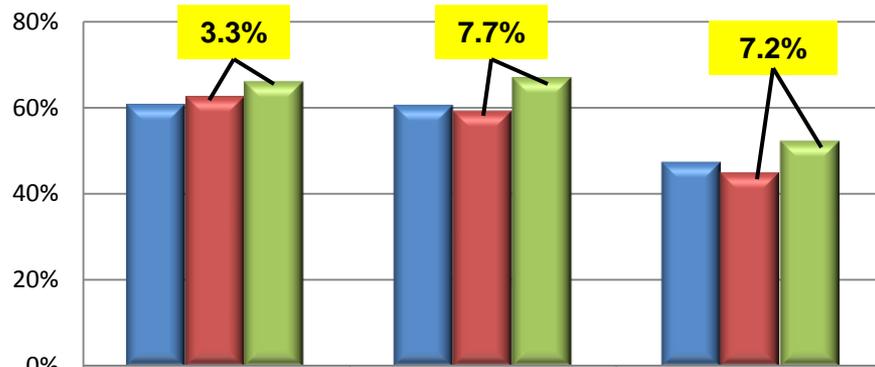
# 10<sup>th</sup> Graders Passing CAHSEE on 1<sup>st</sup> Attempt (API)

## Santee CAHSEE Pass Rates: 2006-07 to 2008-09



	ELA	Math	Both ELA & Math
2006-07	44.5%	37.7%	25.7%
2007-08	44.3%	42.5%	26.6%
2008-09	52.1%	53.3%	36.3%

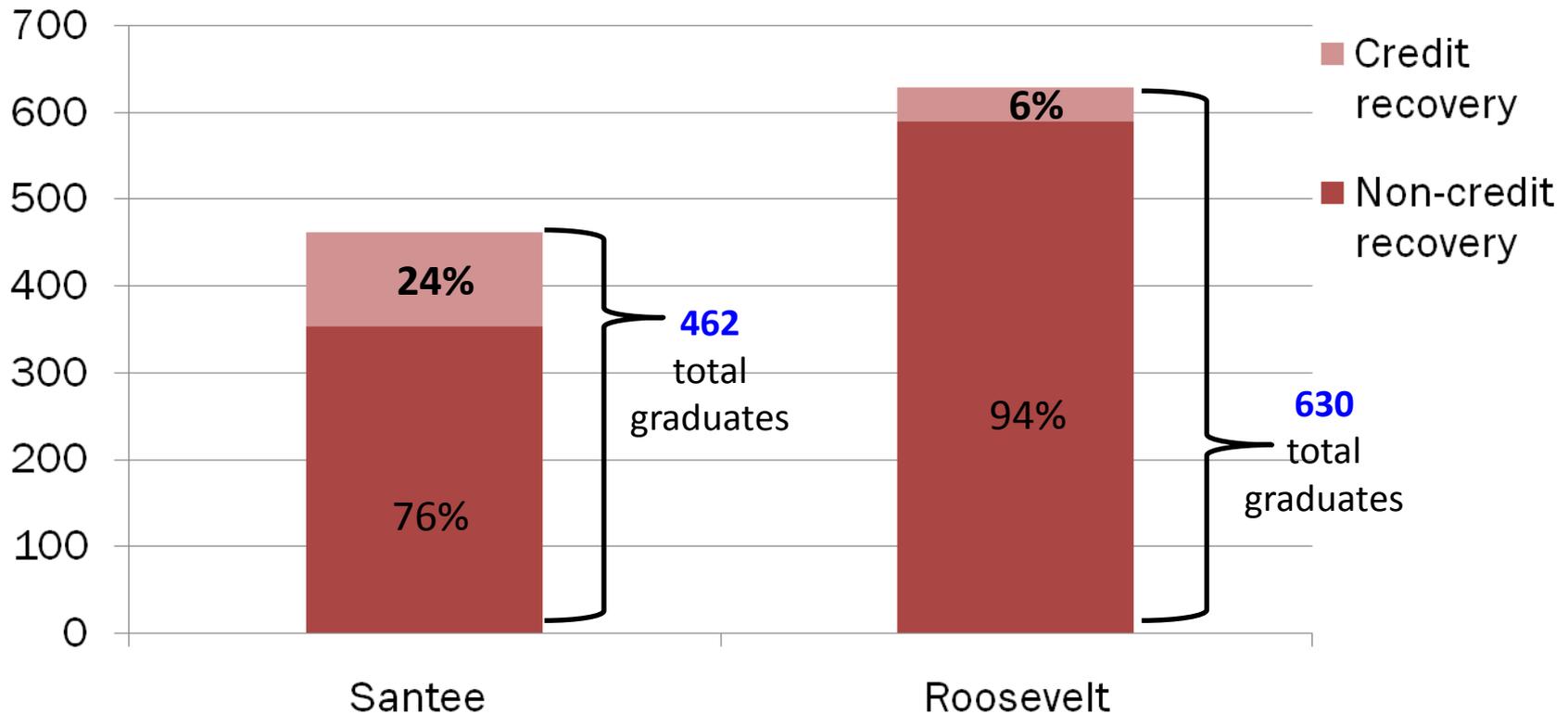
## Roosevelt CAHSEE Pass Rates: 2006-07 to 2008-09



	ELA	Math	Both ELA & Math
2006-07	60.6%	60.4%	47.2%
2007-08	62.5%	59.1%	44.9%
2008-09	65.8%	66.8%	52.1%

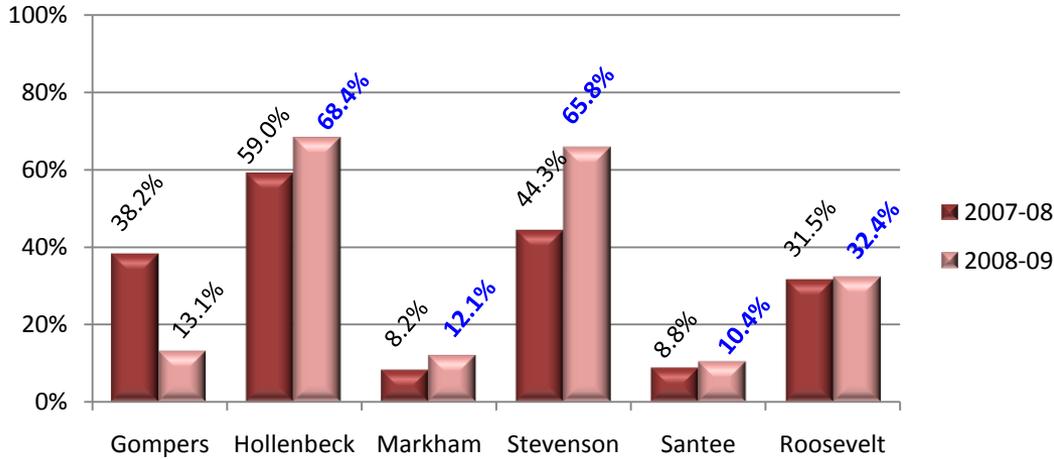
# More Seniors Graduated due to Credit Recovery Program

**24% of Santee seniors and 6% of Roosevelt seniors graduated due to successful implementation of credit recovery program**

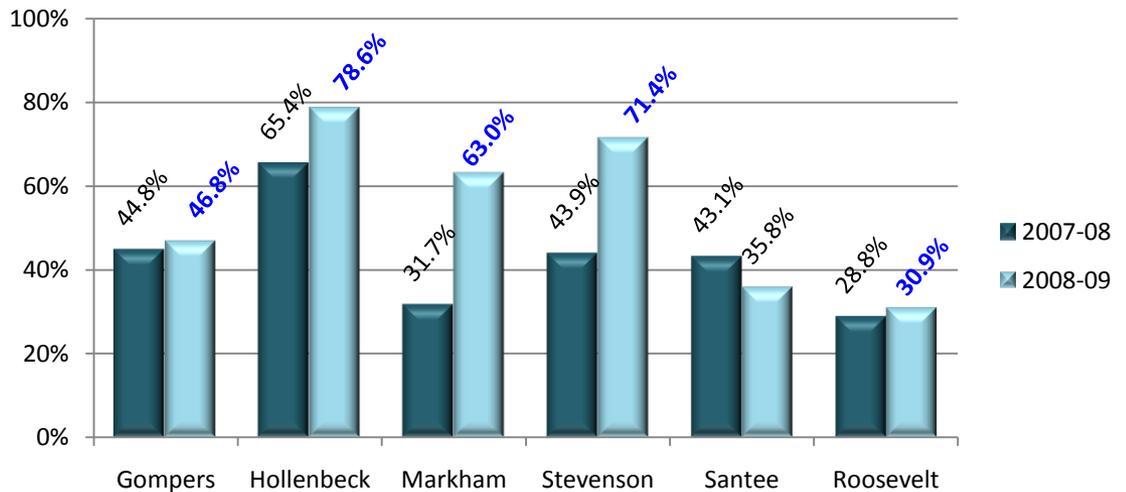


# Breakfast and Lunch Participation

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## Average Daily Participation: Lunch



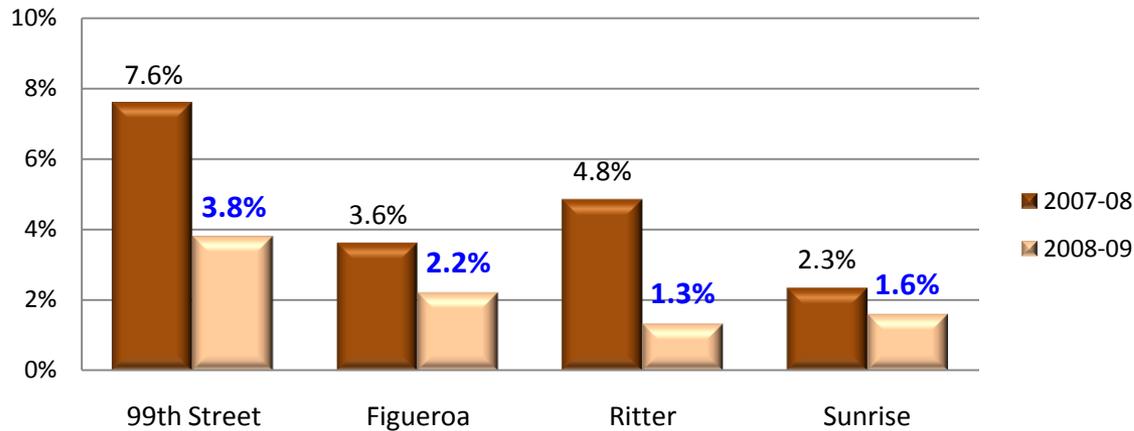
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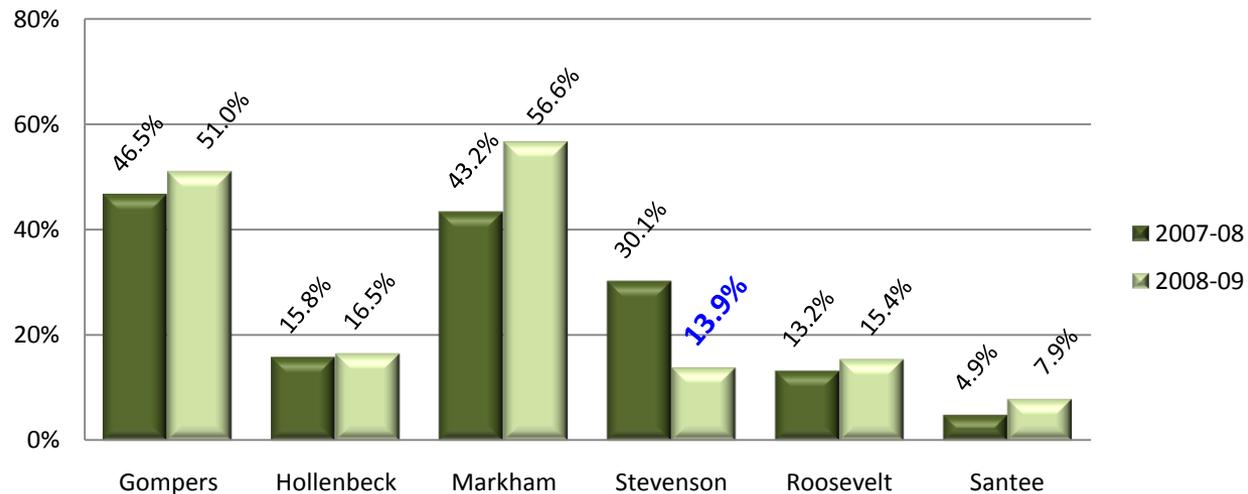


# Suspensions

## PLAS Elementary Schools: YTD Suspension Rate (2007-08 vs. 2008-09)

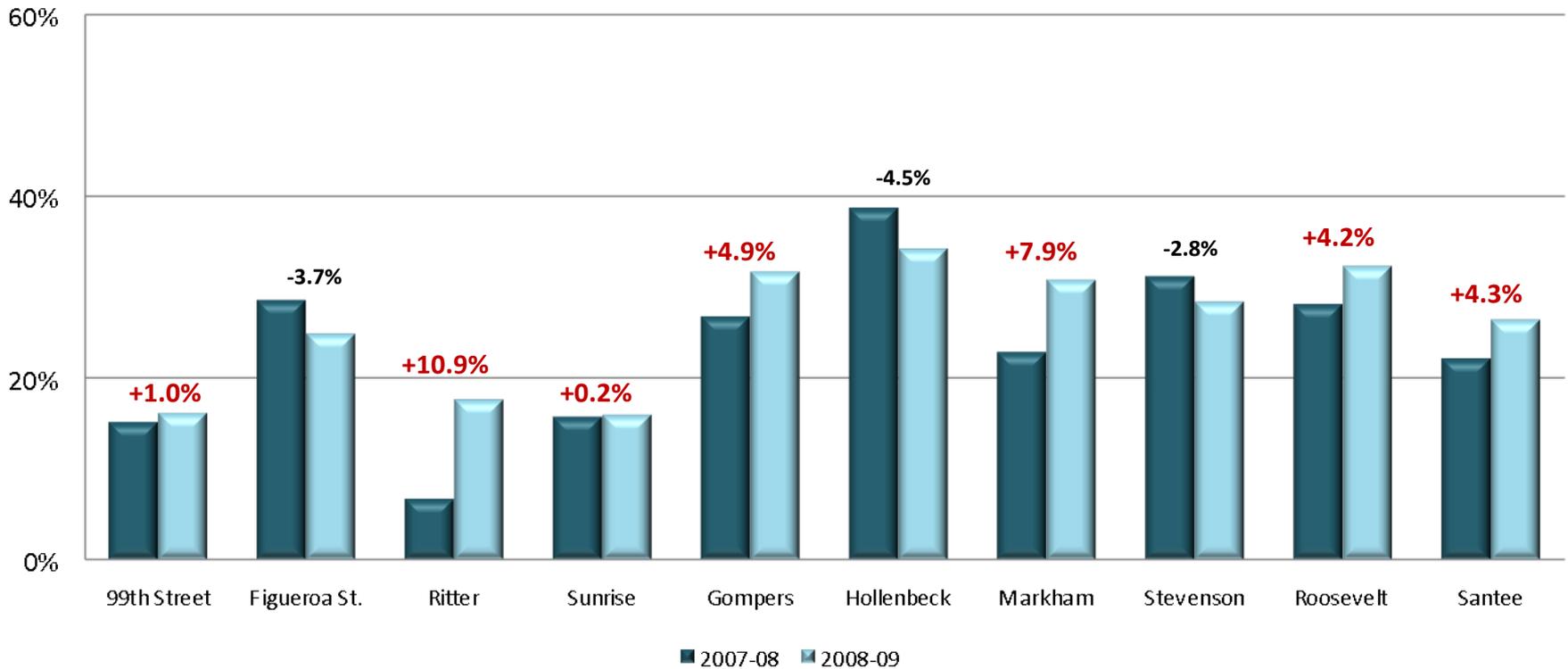


## PLAS Secondary Schools: YTD Suspension Rates (2007-08 vs. 2008-09)



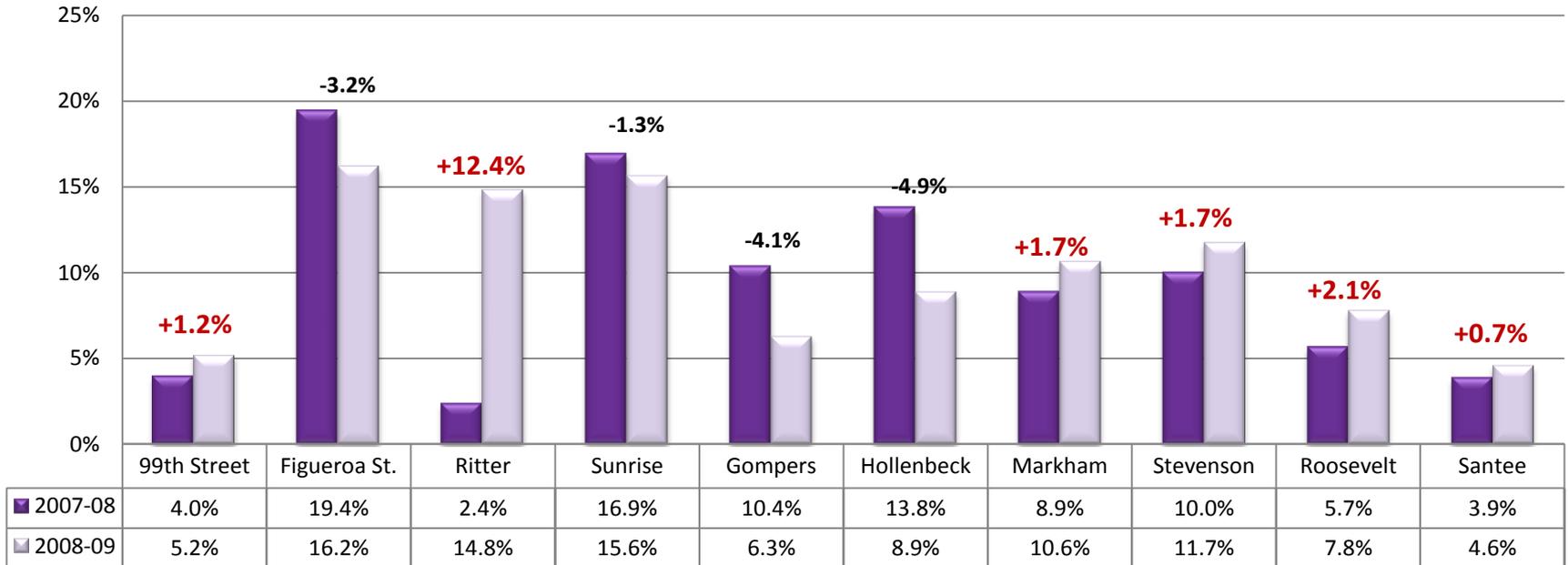
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English Learners Meeting Minimum CELDT Benchmarks to be Eligible for Reclassification  
(2007-08 vs. 2008-09)



# English Learner Redesignation

English Learner Redesignation Rates  
(2007-08 vs. 2008-09)



# Appendix 3

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAY 20 2007

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
C/O SHANNON M PARESA  
RODRIGUEZ HORII & CHOI LLP  
777 S FIGUEROA 3307  
LOS ANGELES, CA 90017

Employer Identification Number:  
26-1759681  
DLN:  
17053058068018  
Contact Person:  
RENEE RAILEY NORTON ID# 31172  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
November 15, 2007  
Contribution Deductibility:  
Yes  
Advance Ruling Ending Date:  
June 30, 2012  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

PARTNERSHIP FOR LOS ANGELES SCHOOLS

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

  
Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Publication 4221-PC  
Statute Extension

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, Extending the Tax Assessment Period, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

Marshall Tuck  
(Type or print name of signer)

Chief Executive Officer  
(Type or print title or authority of signer)

2-21-08  
(Date)

For IRS Use Only

(Signature of IRS Director, Exempt Organizations)

IRS Director, Exempt Organizations

MAR 20 2008

(Date)

- b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses.
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.  Yes  No



**State of California**  
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 3 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 24 2007

DEBRA BOWEN  
Secretary of State

NOV 15 2007

## ARTICLES OF INCORPORATION

OF

## PARTNERSHIP FOR LOS ANGELES SCHOOLS

I

The name of this corporation is Partnership for Los Angeles Schools.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The corporation is formed and shall be operated exclusively for the following charitable purposes within the meaning of Sections 170(c)(2)(B) and 501(c)(3) of the Internal Revenue Code:

1. To engage in charitable, educational and other activities;
2. Without limiting the foregoing, in particular to serve and support public schools for children in pre-kindergarten through twelfth grade in the Los Angeles Unified School District, to engage in activities to uplift communities around those schools, and to develop, implement and/or support other education reforms that will lead to increases in student achievement in the Los Angeles Unified School District;
3. To engage in any and all lawful activities incidental to and in pursuit of the foregoing purposes, except as restricted herein.

### III

The name and address of the corporation's initial agent for service of process are as follows:

Ramon C. Cortines  
Deputy Mayor of Education, Youth & Families  
Office of the Mayor  
200 North Spring Street, Room 303  
Los Angeles, CA 90012

### IV

A. Notwithstanding any other provision of these articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

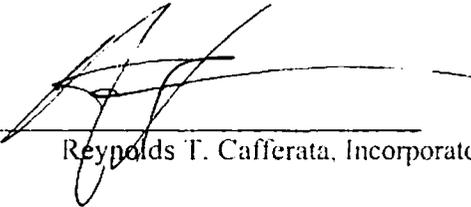
B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Internal Revenue Code), and the corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of (or in opposition to) any candidate for public office.

### V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment,

or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated: November 15, 2007

  
\_\_\_\_\_  
Reynolds T. Cafferata, Incorporator



Date of this notice: 01-16-2008

Employer Identification Number:  
26-1759681

Form: SS-4

Number of this notice: CP 575 A

PARTNERSHIP FOR LOS ANGELES SCHOOLS  
200 N SPRING ST STE 303  
LOS ANGELES, CA 90012

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 26-1759681. This EIN will identify your business account, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, please use the label we provided. If this isn't possible, it is very important that you use your EIN and complete name and address exactly as shown above on all federal tax forms, payments, and related correspondence. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If this information isn't correct as shown above, please correct it using the tear off stub from this notice and return it to us so we can correct your account.

Based on the information from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	07/31/2008
Form 940	01/31/2009

If you have questions about the form(s) or the due date(s) shown, you can call or write to us at the phone number or address at the top of this notice. If you need help in determining what your tax year is, see Publication 538, Accounting Periods and Methods, available at your local IRS office or you can download this publication from our website at [www.irs.gov](http://www.irs.gov).

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination on your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue.)



Form **SS-4**

### Application for Employer Identification Number

OMB No. 1545-0003

(Rev. July 2007)

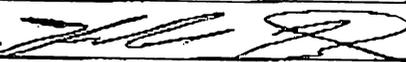
(For use by employers, corporations, partnerships, trusts, estates, churches, government agencies, Indian tribal entities, certain individuals, and others.)

EIN

Department of the Treasury  
Internal Revenue Service

▶ See separate instructions for each line. ▶ Keep a copy for your records.

1 Legal name of entity (or individual) for whom the EIN is being requested <b>Partnership for Los Angeles Schools</b>		
2 Trade name of business (if different from name on line 1)	3 Executor, administrator, trustee, "care of" name	
4a Mailing address (room, apt., suite no. and street, or P.O. box) <b>200 N. Spring Street, Room 303</b>	5a Street address (if different) (Do not enter a P.O. box.)	
4b City, state, and ZIP code (if foreign, see instructions) <b>Los Angeles, CA 90012</b>	5b City, state, and ZIP code (if foreign, see instructions)	
6 County and state where principal business is located <b>Los Angeles, CA</b>		
7a Name of principal officer, general partner, grantor, owner, or trustee <b>Marshall Tuck</b>	7b SSN, ITIN, or EIN <b>606-05-1524</b>	
8a Is this application for a limited liability company (LLC) (or a foreign equivalent)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		8b If 8a is "Yes," enter the number of LLC members ▶
8c If 8a is "Yes," was the LLC organized in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No		
9a Type of entity (check only one box). Caution. If 8a is "Yes," see the instructions for the correct box to check.		
<input type="checkbox"/> Sole proprietor (SSN) _____ <input type="checkbox"/> Partnership _____ <input type="checkbox"/> Corporation (enter form number to be filed) ▶ _____ <input type="checkbox"/> Personal service corporation _____ <input type="checkbox"/> Church or church-controlled organization _____ <input checked="" type="checkbox"/> Other nonprofit organization (specify) ▶ <b>Corporation</b> <input type="checkbox"/> Other (specify) ▶ _____		
<input type="checkbox"/> Estate (SSN of decedent) _____ <input type="checkbox"/> Plan administrator (TIN) _____ <input type="checkbox"/> Trust (TIN of grantor) _____ <input type="checkbox"/> National Guard <input type="checkbox"/> State/local government <input type="checkbox"/> Farmers' cooperative <input type="checkbox"/> Federal government/military <input type="checkbox"/> REMIC <input type="checkbox"/> Indian tribal governments/enterprises <input type="checkbox"/> Group Exemption Number (GEN) if any ▶ _____		
9b If a corporation, name the state or foreign country (if applicable) where incorporated	State <b>California</b>	Foreign country
10 Reason for applying (check only one box)		
<input checked="" type="checkbox"/> Started new business (specify type) ▶ <b>Nonprofit Corporation</b> <input type="checkbox"/> Hired employees (Check the box and see line 13.) <input type="checkbox"/> Compliance with IRS withholding regulations <input type="checkbox"/> Other (specify) ▶ _____		
<input type="checkbox"/> Banking purpose (specify purpose) ▶ _____ <input type="checkbox"/> Changed type of organization (specify new type) ▶ _____ <input type="checkbox"/> Purchased going business <input type="checkbox"/> Created a trust (specify type) ▶ _____ <input type="checkbox"/> Created a pension plan (specify type) ▶ _____		
11 Date business started or acquired (month, day, year). See instructions. <b>11/15/2007</b>		12 Closing month of accounting year <b>12</b>
13 Highest number of employees expected in the next 12 months (enter -0- if none).		14 Do you expect your employment tax liability to be \$1,000 or less in a full calendar year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If you expect to pay \$4,000 or less in total wages in a full calendar year, you can mark "Yes.")
Agricultural	Household	Other
0	0	4
15 First date wages or annuities were paid (month, day, year). Note. If applicant is a withholding agent, enter date income will first be paid to nonresident alien (month, day, year) . . . . . ▶ <b>N/A</b>		
16 Check one box that best describes the principal activity of your business.		
<input type="checkbox"/> Construction <input type="checkbox"/> Rental & leasing <input type="checkbox"/> Transportation & warehousing <input type="checkbox"/> Health care & social assistance <input type="checkbox"/> Wholesale-agent/broker <input type="checkbox"/> Real estate <input type="checkbox"/> Manufacturing <input type="checkbox"/> Finance & insurance <input type="checkbox"/> Accommodation & food service <input type="checkbox"/> Wholesale-other <input type="checkbox"/> Retail <input checked="" type="checkbox"/> Other (specify) <b>Nonprofit Corp</b>		
17 Indicate principal line of merchandise sold, specific construction work done, products produced, or services provided. <b>NA</b>		
18 Has the applicant entity shown on line 1 ever applied for and received an EIN? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," write previous EIN here ▶		

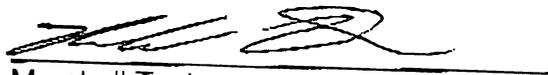
Complete this section only if you want to authorize the named individual to receive the entity's EIN and answer questions about the completion of this form.		
<b>Third Party Designee</b>	Designee's name <b>Sandra M. Serna</b>	Designee's telephone number (include area code) <b>(213) 892-7715</b>
	Address and ZIP code <b>777 S. Figueroa Street, #3307</b>	Designee's fax number (include area code) <b>(213) 892-7777</b>
Under penalties of perjury, I declare that I have examined this application, and to the best of my knowledge and belief, it is true, correct, and complete.		Applicant's telephone number (include area code) <b>(213) 978-0723</b>
Name and title (type or print clearly) ▶ <b>Marshall Tuck, President</b>		Applicant's fax number (include area code)
Signature ▶ 	Date ▶ <b>1/15/08</b>	

For Privacy Act and Paperwork Reduction Act Notice, see separate instructions.

Form **SS-4** (Rev. 7-2007)

**AUTHORIZATION TO OBTAIN EMPLOYER IDENTIFICATION NUMBER**

The undersigned, Marshall Tuck, hereby authorizes Rodriguez, Horii & Choi LLP to apply for and receive the Employer Identification Number on behalf of Partnership for Los Angeles Schools, and to answer questions in connection with completing the form required to obtain such number on behalf of Partnership for Los Angeles Schools.



Marshall Tuck  
President



P.O. Box 826880, Sacramento, CA 94280-0001

03/17/08

**EMPLOYER ACCOUNT INFORMATION**

Employer Account Number:

**284-0852-4**

Contribution Rate (UI):

**3.40%**

Employment Training Fund Rate (ETT):

**0.10%**

(Do NOT add the two rates together)

PARTNERSHIP FOR LOS ANGELES SCHOOL  
200 N SPRING ST RM 303  
LOS ANGELES CA 90012

The Employment Development Department (EDD) has established the above account number for you to report wages and pay State of California payroll taxes. Please use this number in all communications with EDD.

The enclosures contain information important to you as an employer. Temporary Payroll Tax Deposit (DE 88 ALL) coupons are also enclosed. Use these until your coupon booklet arrives in 6-8 weeks. Your employer's guide will be mailed to you under separate cover. The guide provides instructions for completing payroll tax reporting forms, including preparation of the enclosed DE 88 ALL.

Please keep your account current by notifying EDD of any changes in the business mailing address, the ownership, sale, or closure of this business or when you no longer have employees. This is very important to EDD's commitment to provide you with quality service.

If you have further questions concerning Unemployment Insurance, State Disability Insurance or California Personal Income Tax reporting, contact your local Taxpayer Assistance Center:

4021 ROSEWOOD A  
PO BOX 74912  
LOS ANGELES CA 90004-2932  
TELEPHONE: (888) 745-3886

Enclosures

DE 1856A

# Submission of Exemption Request

## 3500A

Exemption Based on 501(c)(3) Federal Determination Letter

Enclose a copy of the Federal Determination Letter.

Corporation number/Secretary of State file number 3055270	FEIN 26-1759681
--	--------------------

Name of organization as shown in the organization's creating document  
**Partnership for Los Angeles Schools**

Address (including suite, room, or PMB no.) 200 N. Spring Street, Room 303	Daytime telephone number (213) 978-0735
---	--

City Los Angeles	State CA	ZIP Code 90012 - 3239
---------------------	-------------	--------------------------

Name of representative to be contacted regarding additional requirements or information Reynolds T. Cafferata, Esq., Rodriguez, Horii, Choi & Cafferata LLP	Daytime telephone number (213) 892-7704
--	--

Representative's mailing address (including suite, room, or PMB no.)  
777 S. Figueroa Street, #2150

City Los Angeles	State CA	ZIP Code 90017 - 5819
---------------------	-------------	--------------------------

### Part I — Purpose and Activity

1 Check the box for the primary purpose and activity of the organization:

<input checked="" type="checkbox"/> Charitable	<input type="checkbox"/> Educational	<input type="checkbox"/> Religious	<input type="checkbox"/> Church	<input type="checkbox"/> School
<input type="checkbox"/> Prevent Cruelty to Animals	<input type="checkbox"/> Literary	<input type="checkbox"/> Hospital	<input type="checkbox"/> Medical Center	
<input type="checkbox"/> Health Care Center	<input type="checkbox"/> Scientific	<input type="checkbox"/> Testing For Public Safety	<input type="checkbox"/> Qualified Sports Organization	

2 Annual Accounting period (must end on last day of the month) ..... 07/01 - 06/30

### Part II — Entity Information

Check the boxes that apply:

1 Entity Type:  Corporation  Association  Trust

2  Private Foundation

3  Public Benefit  Mutual Benefit  Religious  Foreign Corporation (State of Incorporation) \_\_\_\_\_

Additional Information:

4 Has the organization ever been suspended, revoked or audited by the IRS?  Yes  No If "Yes," explain \_\_\_\_\_

### Part III — Group Exemption

Organizations applying for group exemption complete the following:

Group Exemption - All Subordinates are:

1  Section 501(c)(3) Organizations

2 Federal Group # \_\_\_\_\_

3 Attach a list of all California Subordinates, include mailing addresses and identification numbers.

Mail Form 3500A and all documents to EXEMPT ORGANIZATIONS UNIT MS F120, FRANCHISE TAX BOARD, PO BOX 1286, RANCHO CORDOVA CA 95741-1286.

Under penalties of perjury, I declare that I have examined this submission for exemption based on the 501(c)(3) federal determination letter, and to the best of my knowledge and belief, it is true, correct, and complete.

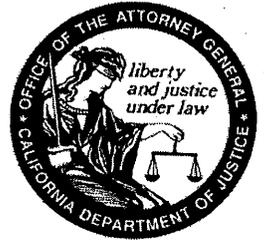
9/29/08 DATE	 SIGNATURE OF OFFICER OR REPRESENTATIVE	Secretary/Treasurer/COO TITLE
-----------------	--	----------------------------------

Registry of Charitable Trusts  
P.O. Box 903447  
Sacramento, CA 94203-4470  
Telephone: (916) 445-2021

WEBSITE ADDRESS:

<http://ag.ca.gov/charities/>

**INITIAL  
REGISTRATION FORM  
STATE OF CALIFORNIA  
OFFICE OF THE ATTORNEY GENERAL  
REGISTRY OF CHARITABLE TRUSTS**  
(Government Code Sections 12580-12599.7)



**NOTE: A \$25.00 REGISTRATION FEE MUST ACCOMPANY THIS REGISTRATION FORM. MAKE CHECK PAYABLE TO DEPARTMENT OF JUSTICE.**

Pursuant to Section 12585, registration is required of every trustee subject to the Supervision of Trustees and Fundraisers for Charitable Purposes Act within thirty days after receipt of assets (cash or other forms of property) for the charitable purposes for which organized.

Every charitable (public benefit) corporation, association and trustee holding assets for charitable purposes or doing business in the State of California must register with the Attorney General, except those exempted by California Government Code section 12583. Corporations that are organized primarily as a hospital, a school, or a religious organization are exempted by Section 12583.

Name of Organization: Partnership for Los Angeles Schools

The name of the organization should be the legal name as stated in the organization's organizing instrument (i.e., articles of incorporation, articles of association, or trust instrument).

Official Mailing Address for Organization:

Address:

200 N. Spring Street, Room 303

City: Los Angeles

State: California

ZIP Code: 90012

Organization's telephone number: (213) 978-0735

Organization's e-mail address: Mark.KlegerHeine@lacity.org

Organization's fax number: (213) 978-0655

Organization's website: partnershipla.org

All organizations must apply for a Federal Employer Identification Number from the Internal Revenue Service, including organizations that have a group exemption or file group returns.

Federal Employer Identification Number (FEIN):

26-1759681

Group Exemption FEIN (if applicable):

All California corporations and foreign corporations that have qualified to do business in California will have a corporate number. Unincorporated organizations are assigned an organization number by the Franchise Tax Board upon application for California tax exemption.

Corporate or Organization Number: 3055270

<b>Names and addresses of ALL trustees or directors and officers (attach a list if necessary):</b>		
Name Carolyn Webb de Macías		Position Director, Chair of the Board
Address 200 N. Spring Street, Room 303		
City Los Angeles	State CA	ZIP Code 90012
Name Melanie Lundquist		Position Director
Address 200 N. Spring Street, Room 303		
City Los Angeles	State CA	ZIP Code 90012
Name Robin Kramer		Position Director
Address 200 N. Spring Street, Room 303		
City Los Angeles	State CA	ZIP Code 90012
Name Marshall Tuck		Position Chief Executive Officer
Address 200 N. Spring Street, Room 303		
City Los Angeles	State CA	ZIP Code 90012
Name Mark Kleger		Secretary, Treasurer, Chief Operating Officer
Address 200 N. Spring Street, Room 303		
City Los Angeles	State CA	ZIP Code 90012
Describe the primary activity of the organization. (A copy of the material submitted with the application for federal or state tax exemption will normally provide this information.) If the organization is based outside California, comment fully on the extent of activities in California and how the California activities relate to total activities. In addition, list all funds, property, and other assets held or expected to be held in California. Indicate whether you are monitored in your home state, and if so, by whom. Attach additional sheets if necessary.		
See Exhibit 4 of enclosed Form 1023.		
The organization will be required to file financial reports annually. All organizations must file the Annual Registration/Renewal Fee Report (RRF-1) within four months and fifteen days after the end of the organization's accounting period. Organizations with \$25,000 or more in either gross receipts or total assets are also required to file either the IRS Form 990, 990-EZ, or 990-PF. Forms can be found on the Charitable Trusts' website at <a href="http://ag.ca.gov/charities/">http://ag.ca.gov/charities/</a> .		
If assets (funds, property, etc.) have been received, enter the date first received: Date assets first received: <u>03/07/08</u>		Registration with the Attorney General is required within <u>thirty</u> days of receipt of assets.
What annual accounting period has the organization adopted? <input checked="" type="checkbox"/> Fiscal Year Ending <u>06/30</u> <input type="checkbox"/> Calendar Year		

Attach your founding documents as follows:

- A) **Corporations** - Furnish a copy of the articles of incorporation and all amendments and current bylaws. If incorporated outside California, enter the date the corporation qualified through the California Secretary of State's Office to conduct activities in California.
- B) **Associations** - Furnish a copy of the instrument creating the organization (bylaws, constitution, and/or articles of association).
- C) **Trusts** - Furnish a copy of the trust instrument or will and decree of final distribution.
- D) **Trustees for charitable purposes** - Furnish a statement describing your operations and charitable purpose.

Has the organization applied for or been granted IRS tax exempt status Yes  No

Date of application for Federal tax exemption: February 25, 2008

Date of exemption letter: March 20, 2008 Exempt under Internal Revenue Code section 501(c) 3

If known, are contributions to the organization tax deductible? Yes  No

Attach a copy of the Application for Recognition of Exemption (IRS Form 1023) and the determination letter issued by the IRS.

Does your organization contract with or otherwise engage the services of any commercial fundraiser for charitable purposes, fundraising counsel, or commercial coventurer? If yes, provide the name(s), address(es), and telephone number(s) of the provider(s):

Commercial Fundraiser  Fundraising Counsel  Commercial Coventurer

Name

Address

City State ZIP Code

Telephone Number

Commercial Fundraiser  Fundraising Counsel  Commercial Coventurer

Name

Address

City State ZIP Code

Telephone Number

Commercial Fundraiser  Fundraising Counsel  Commercial Coventurer

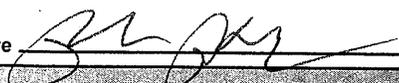
Name

Address

City State ZIP Code

Telephone Number

I declare under penalty of perjury that I have examined this registration form, including accompanying documents, and to the best of my knowledge and belief, the form and each document are true, correct, and complete.

Signature  Title Secretary/Treasurer/COO Date 8/19/08

If additional information is required, please refer to the Supervision of Trustees and Fundraisers for Charitable Purposes Act (Government Code sections 12580-12599.7), the Administrative Rules and Regulations pursuant to the Act (California Code of Regulations, Title 11, Sections 300-312.1).

If you have questions regarding registration, or need assistance, information is available on our website at <http://ag.ca.gov/charities/> or you can reach us by telephone at (916) 445-2021 or fax at (916) 444-3651.

Bylaws of  
Partnership for Los Angeles Schools  
A California Nonprofit Public Benefit Corporation  
Without Members

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A California Nonprofit Public Benefit Corporation  
Without Members

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Bylaws of  
Partnership for Los Angeles Schools  
A California Nonprofit Public Benefit Corporation  
Without Members  
Adopted as of February 6, 2008

ARTICLE I

OFFICES

Section 1.01. PRINCIPAL OFFICE. The corporation's principal office shall be fixed and located at such place as the Board of Directors (the "Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

Section 1.02. OTHER OFFICES. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II

MEMBERSHIP

Section 2.01. MEMBERS. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Corporation Law (the "Law"). Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board.

Section 2.02. ASSOCIATES. Nothing in this Article II shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone

a member within the meaning of Section 5056 of the Law. The corporation may confer by amendment of its Articles of Incorporation (the “Articles”) or of these Bylaws some or all of the rights of a member, as set forth in the Law, upon any person or persons who do not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger or a dissolution of the corporation or on changes to the corporation’s Articles or Bylaws, but no such person shall be a member within the meaning of Section 5056 of the Law.

### ARTICLE III

#### DIRECTORS

Section 3.01. POWERS. Subject to any limitations in the Articles or these Bylaws and to compliance with any applicable laws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee however composed; *provided that* the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

- (a) To select and remove all officers, agents and employees of the corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles or these Bylaws, fix their

compensation and require from them such security, if any, for faithful service as the Board may deem appropriate.

(b) To conduct, manage and control the affairs and activities of the corporation, and to make such rules and regulations therefor not inconsistent with law, the Articles or these Bylaws, as they may deem appropriate.

(c) To adopt, make and use a corporate seal and to alter the form of such seal from time to time as they may deem appropriate, but failure to affix a seal does not affect the validity of any instrument.

(d) To assume obligations, enter into contracts, including contracts of guarantee or suretyship, incur liabilities, borrow or lend money or otherwise use its credit, and secure any of its obligations, contracts, or liabilities by mortgage, pledge or other encumbrance of all or any part of its property and income.

Section 3.02. NUMBER OF DIRECTORS. The authorized number of directors shall be neither fewer than three (3) nor greater than eleven (11) until changed by amendment of the Articles or these Bylaws. The exact number and appointment of directors shall be fixed and can be changed, within the limits specified, by resolution duly adopted by the Board.

Section 3.03. SELECTION AND TERM OF OFFICE.

Except as otherwise provided, a director shall serve for a two (2) year term. Directors shall be elected at each annual meeting of the Board. Each elected director, including a director elected to fill a vacancy, shall take office upon election and

shall hold office until the second ensuing annual meeting of the Board and until a successor has been elected and qualified. Notwithstanding the foregoing, the Board may elect a director to a one (1) year term in order to arrange directors' terms so that the terms of not more than approximately one half (1/2) of the then acting directors shall expire in any one year.

Section 3.04. INTERESTED PERSONS. Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. For purposes of this Section 3.04, an interested person is:

(a) Any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person listed in Section 3.04(a) above.

Any violation of the provisions of this Section 3.04 shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3.05. VACANCIES.

(a) Subject to the provisions of Section 5226 of the Law, any director may resign effective upon giving written notice to the Chair of the Board, the Chief Executive Officer, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is

effective at a future time, a successor may be selected to take office when the resignation becomes effective.

(b) Vacancies on the Board shall be filled in the same manner prescribed under Section 3.03 of these Bylaws, provided that any vacancy to be filled by election of the directors may be filled by a majority of the remaining directors, although less than a quorum, or by a sole remaining director at any regular or special meeting of the Board. Each director so selected shall hold office until the expiration of the term of the replaced director and until a successor has been selected and qualified.

(c) A vacancy on the Board shall be deemed to exist in case of the death, resignation or removal of any director or an increase in the authorized number of directors.

(d) The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty arising under Sections 5230 through 5239 of the Law. Subject to Section 5222(f) of the Law and Section 3.03(a) of these Bylaws, the Board may also remove any director without cause if the removal is approved by a majority of the directors then in office.

(e) The Superior Court of the proper county may, at the suit of a director, remove from office any director in case of fraudulent or dishonest acts or gross abuse of authority or discretion with reference to the corporation or breach of any duty arising under Sections 5230 through 5239 of the Law, and may

bar from reelection any director so removed for a period prescribed by the Court. The corporation shall be made a party to such action and shall give notice to the Attorney General of the same.

(f) Any reduction of the authorized number of directors or any amendment reducing the number of directors does not remove any director prior to the expiration of the director's term of office.

Section 3.06. PLACE OF MEETING. Meetings of the Board may be held at a place within or without the State of California that has been designated by resolution of the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 3.07. ANNUAL MEETINGS. The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, and the transaction of other business. Annual meetings of the Board shall be held on such dates and at such times as may be fixed by the Board.

Section 3.08. REGULAR MEETINGS. Regular meetings of the Board may be held without notice if the time and place of the meetings are fixed by these Bylaws or the Board.

Section 3.09. SPECIAL MEETINGS. Special meetings of the Board for any purpose or purposes may be called at any time by the Chair of the Board, the Chief Executive Officer, any Vice President, the Secretary or any two (2) directors.

Section 3.10. NOTICE. A notice need not specify the purpose of any regular or special meeting of the Board.

Annual and special meetings of the Board shall be held upon four (4) days notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means.

Any such notice shall be addressed or delivered to each director at such director's address as it is shown upon the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if such address is not shown on such records or is not readily ascertainable, at the place where the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mails, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by the person giving the notice by electronic means, to the recipient. Oral notice shall be deemed to have been given at the time it is communicated, in person or by telephone or wireless, to the recipient, or the recipient's voice messaging system or other system or technology designed to record and communicate messages, or to a person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 3.11. QUORUM. A majority of the directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 3.15 of these Bylaws. An act or decision done or made by a majority

of the directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number be required by law, the Articles, or these Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for that meeting, or a greater number required by law, the Articles, or these Bylaws.

The following actions shall require a vote by a majority of the directors then in office in order to be effective:

(a) The amendment of the Articles or the adoption of new Articles;

(b) The amendment or repeal of Bylaws or the adoption of new Bylaws;

(c) The dissolution of the corporation and winding up of business or any sale, lease, conveyance, exchange, transfer or other disposition of all or substantially all of its assets;

(d) The approval of any self-dealing transaction (without counting the vote of any “interested director” as defined in Section 5233 of the Law), except that when it is not reasonably practicable to obtain approval of the Board prior to entering into such a transaction, a committee authorized by the Board may approve the transaction in a manner consistent with the standards set forth in Section 5233(d) of the Law subject to ratification by a majority of the directors then in office (without counting the vote of any “interested director” as defined in Section 5233 of the Law) at the next meeting of the Board;

(e) The establishment of any special or standing committees of the Board and any appointments to such committees;

(f) Subject to Section 3.03(a) of these Bylaws, the removal of any director without cause; and

(g) The approval of any other action for which the Law requires approval of such a majority of the Board.

Section 3.12. DEADLOCKED BOARD. If the Board has an even number of directors who are equally divided and cannot agree as to the management of its affairs, so that its activities can no longer be conducted to advantage or so that there is danger that its property, activities, or business will be impaired or lost, the Superior Court of the proper county may, notwithstanding any provisions of the Articles or these Bylaws, appoint a provisional director meeting the qualifications set forth in Section 5225(e) of the Law. Action for such appointment may be brought by any director. Any person bringing such an action shall give notice to the Attorney General.

Section 3.13. PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE, ELECTRONIC VIDEO SCREEN COMMUNICATION, OR OTHER COMMUNICATIONS EQUIPMENT. Members of the Board may participate in a meeting, or a committee meeting, through use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone pursuant to this Section 3.13 constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone)

pursuant to this Section 3.13 constitutes presence in person at that meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate with all of the other members concurrently.
- (b) Each member is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The corporation adopts and implements some means of verifying both of the following:
  - (i) A person participating in the meeting is a director or other person entitled to participate in the Board meeting.
  - (ii) All actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

Section 3.14. WAIVER OF NOTICE. Notice of a meeting need not be given to a director who signed a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to that director. These waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. A waiver of notice need not specify the purpose of any regular or special meeting of the Board.

Section 3.15. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent

directors if the time and place be fixed at the meeting adjourned, except as provided in the next sentence. If the meeting is adjourned for more than twenty-four (24) hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

Section 3.16. ACTION WITHOUT MEETING. An action required or permitted to be taken by the Board may be taken without a meeting, if all members of the Board shall individually or collectively consent in writing to that action. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as the unanimous vote of the directors. For the purposes of this Section 3.16 only, “all members of the Board” shall not include any “interested director” as defined in Section 5233 of the Law.

Directors may consent, vote or otherwise take action under this Section 3.16 by a signed document transmitted by mail, messenger, courier, facsimile or any other reasonable method satisfactory to the Chair of the Board or the Chief Executive Officer.

Section 3.17. RIGHTS OF INSPECTION. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 3.18. STANDING OR SPECIAL COMMITTEES. In the event that the Board determines that the management of the corporation would be benefited by the establishment of one (1) or more standing or special committees, the Board may, from time to time, establish one (1) or more such committees to serve at the pleasure of the Board.

The establishment of a standing or special committee shall be effected by a resolution of the Board adopted by a majority of the directors then in office which specifically sets forth the powers and duties delegated to such committee. Each such committee shall consist of two (2) or more directors and shall be presided over by a director selected by the Board. Appointments to such committees shall also be by a majority vote of the directors then in office.

The term “standing committee” or “special committee” shall mean any committee appointed by the Board which is authorized by specific delegation, without further Board action, to make and implement decisions on behalf of the Board, or to implement, with some degree of discretion, decisions of the Board pursuant to guidelines established by the Board. Notice of, and procedures for, meetings of standing or special committees shall be as prescribed by the chair of each such standing or special committee, and meetings of standing or special committees may be called by the Board or the chair of the standing or special committee.

#### Section 3.19. LIMITATIONS UPON COMMITTEES OF THE BOARD.

No committee of the Board, including any executive committee, shall have any of the authority of the Board with respect to:

- (a) The filling of vacancies on the Board or on any committee which has the authority of the Board;
- (b) The amendment or repeal of the Articles or Bylaws or the adoption of new Articles or Bylaws;
- (c) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(d) The appointment of committees of the Board or the members thereof if such committee will have the authority of the Board;

(e) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected;

(f) The approval of any self-dealing transaction, except that when it is not reasonably practicable to obtain approval of the Board prior to entering into such a transaction, a committee authorized by the Board may approve the transaction in a manner consistent with the standards set forth in Section 5233(d) of the Law subject to ratification by a majority of the directors then in office (without counting the vote of any “interested director” as defined in Section 5233 of the Law) at the next meeting of the Board; or

(g) The approval of any other action for which the Law or these Bylaws requires approval of the Board or of a majority of the Board.

Section 3.20. ADVISORY COMMISSIONS. The Chair of the Board, the Board, the executive committee or the Chief Executive Officer may from time to time appoint such advisory commissions as deemed appropriate, consisting of directors or persons who are not directors, but such advisory commissions shall not be deemed committees of the Board and shall not exercise any powers of the Board. Notice of, and procedures for, meetings of advisory commissions shall be as prescribed by the chair of each such advisory commission, and meetings of advisory commissions may be called by

the Chair of the Board, the Board, the executive committee, the Chief Executive Officer or the chair of each such advisory commission.

Section 3.21. FEES AND COMPENSATION.

(a) Directors and members of committees or commissions shall not receive compensation, for their services, except for such reasonable reimbursement for expenses as may be fixed or determined by the Board.

(b) Notwithstanding the foregoing, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Attorney General; *provided, however,* that the corporation may advance money to a director or an officer of the corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such director or an officer; *provided, however,* that in the absence of any such advance, such director or an officer would be entitled to be reimbursed for such expenses by the corporation. Subject to the provisions of Section 3.04 of these Bylaws, nothing contained in these Bylaws shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee or otherwise, and receiving compensation therefor.

ARTICLE IV

OFFICERS

Section 4.01. OFFICERS. The officers of the corporation shall be a Chair of the Board, a Chief Executive Officer, a Secretary and a Treasurer. The corporation may also have, at the discretion of the Board, one (1) or more Vice Presidents, one (1) or

more Assistant Secretaries, one (1) or more Assistant Treasurers, and such other officers with such titles and duties as shall be stated in these Bylaws or determined by the Board and as may be necessary to enable it to sign instruments and as may be elected or appointed in accordance with the provisions of Section 4.03 of these Bylaws. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as the Chief Executive Officer or Chair of the Board.

Section 4.02. ELECTION. The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section 4.03 or Section 4.05 of these Bylaws, shall be chosen by the Board and shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Such officers shall hold their respective offices until their resignation, removal, or other disqualification from service, or until their respective successors shall be elected and qualified. Officers may, but need not be, directors of the corporation.

Section 4.03. SUBORDINATE OFFICERS. The Board may elect, and may empower the Chief Executive Officer to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 4.04. REMOVAL AND RESIGNATION. Any officer may be removed, either with or without cause, by the Board at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may

be conferred by the Board. Any such removal shall be subject to the rights, if any, of an officer under any contract of employment.

Any officer may resign at any time upon written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.05. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 4.06. CHAIR OF THE BOARD. The Chair of the Board shall, if present, preside at all meetings of the Board and exercise and perform such other powers and duties as may be from time to time assigned by the Board.

Section 4.07. CHIEF EXECUTIVE OFFICER. Subject to such powers, if any, as may be given by the Board to the Chair of the Board, the Chief Executive Officer is the general manager of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. In the absence of the Chair of the Board, the Chief Executive Officer shall preside at all meetings of the Board. The Chief Executive Officer has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board.

Section 4.08. VICE PRESIDENTS. In the absence or disability of the Chief Executive Officer, the Vice Presidents, if any, in order of their rank as fixed by the Board or, if not ranked, the Vice President designated by the Board, shall perform all the duties of the Chief Executive Officer and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chief Executive Officer. The Vice Presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

Section 4.09. SECRETARY. The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Board and committee meetings, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California the original or a copy of the corporation's Articles and these Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and its committees required by law or by these Bylaws to be given, shall keep the seal of the corporation (if any) in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

Section 4.10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation. The books of account shall at all times be open to inspection by any director.

The Treasurer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the Chief Executive Officer and the directors, whenever they request it, an account of all transactions as Treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board. The Treasurer shall serve as the Chief Financial Officer of the corporation for purposes of the Law.

## ARTICLE V

### OTHER PROVISIONS

#### Section 5.01. ENDORSEMENT OF DOCUMENTS; CONTRACTS.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing, and any assignment or endorsement thereof, executed or entered into between the corporation and any other person, when signed by any one (1) of the Chair of the Board, the Chief Executive Officer or any Vice President and by any one (1) of the Secretary, any Assistant Secretary, the Treasurer or any Assistant Treasurer of the corporation, is not invalidated as to the corporation by any lack of authority of the signing officers in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority

to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 5.02. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The Chief Executive Officer, or any other officer or officers authorized by the Board or the Chief Executive Officer, are each authorized to vote, represent and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by such officer in person or by any other person authorized to do so by proxy or power of attorney duly executed by said officer.

Section 5.03. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the General Provisions of the Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 5.04. AMENDMENTS. These Bylaws may be amended or repealed by the approval of the Board.

Section 5.05. MAINTENANCE OF CERTAIN RECORDS.

(a) The corporation shall keep at its principal office in the State of California the original or a copy of the Articles and these Bylaws as amended to date.

(b) The accounting books, records, minutes of proceedings of the Board and the executive committee, if any, of the Board shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal business office of the corporation. The minutes shall be kept in

written or typed form, and the accounting books and records shall be kept either in written or typed form, or in any other form capable of being converted into written, typed or printed form.

(c) The original or a copy of these Bylaws or of the minutes of any incorporators', members', directors' committee or other meeting or of any resolution adopted by the Board or a committee thereof, certified to be a true copy by a person purporting to be the Secretary or an Assistant Secretary of the corporation, is prima facie evidence of the adoption of such bylaws or resolution or of the due holding of such meeting and of the matters stated therein.

Section 5.06. ANNUAL REPORT. The Board shall cause an annual report to be furnished to the directors not later than one hundred and twenty (120) days after the close of the corporation's fiscal year. The annual report shall be accompanied by any report therein of independent accountants or, if there is no such accountant's report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The annual report shall contain in appropriate detail the following:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year; and

(e) Any information required by Section 5.07 of these Bylaws.

Section 5.07. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

(a) The corporation shall furnish annually to its directors a statement of any covered transaction or indemnifications described below, if such covered transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 5.06 of these Bylaws. A covered transaction under this Section 5.07 is a transaction in which the corporation was a party, and in which either of the following interested persons had a direct or indirect material financial interest (excluding a mere common directorship):

(i) Any director or officer of the corporation, or its parent or subsidiary, or

(ii) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

(b) The statement required by this Section 5.07 shall describe briefly:

(i) Any covered transaction (including compensation of officers and directors) during the previous fiscal year involving more

than \$50,000, or which was one of a number of covered transactions in which the same interested persons had a direct or indirect material financial interest and which transactions in the aggregate involve more than \$50,000.

(ii) The names of the interested persons involved in such transactions, stating such person's relationship to the corporation, the nature of such person's interest in the transaction, and, where practicable, the amount of such interest; *provided that* in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

(iii) The amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation.

Section 5.08. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the Law and Section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"), indemnify each of its directors and officers against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was a director or an officer of the corporation and shall advance to such director or officer expenses incurred in defending any such proceeding to the maximum extent permitted by the Law and Section 4958 of the Code. For purposes of this Section 5.08, a "director" or an "officer" of the corporation includes any person who is or was a director or an officer of the corporation, or is or was serving at the request of the

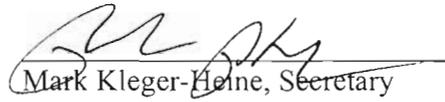
corporation as a director or an officer of another corporation, or other enterprise, or was a director or an officer of a corporation which was a predecessor corporation of the corporation or of another enterprise at the request of such predecessor corporation. The Board may in its discretion provide by resolution for such indemnification of, or advance of expenses to, other agents of the corporation, and likewise may refuse to provide for such indemnification or advance of expenses except to the extent such indemnification is mandatory under the Law.

*[certification follows]*

CERTIFICATION

I hereby certify that I am the secretary of Partnership for Los Angeles Schools and that the foregoing bylaws are the bylaws as adopted by the Board of Directors on February 6, 2008, and that these bylaws have not been amended or modified since that date.

Dated: February 6, 2008

  
Mark Kleger-Heine, Secretary

# Appendix 4

**Partnership for Los Angeles Schools  
Assurances for School Choice Resolution Application**

I. Non-profit Status Assurance

See attached 501(c)(3) certification.

II. Student Enrollment Assurance

The Partnership assures the Los Angeles Unified School District that it will enroll all eligible students residing within Jefferson's boundaries, including any students with disabilities. Any student that provides proof of residency will be enrolled according to District Procedures.

III. Student Composition Assurance

The Partnership assures the Los Angeles Unified School District that it will serve all students who are enrolled or are eligible to enroll at Jefferson. The school will be open to all students in the attendance area and will match the neighborhood composition and surrounding schools in terms of ethnicity, English Learners, Standard English Learners, students with disabilities, foster care placement, gender, socio-economic status, and GATE.

IV. Fiscal Solvency Assurance

The Partnership assures the Los Angeles Unified School District that it is fiscally solvent. See attached audited financial statements for our last two fiscal years.

V. Special Education Modified Consent Decree Assurances

The Partnership assures the Los Angeles Unified School District that it will comply with all provisions of the Special Education Modified Consent Decree, and that it will use the District's Special Education Policies and Procedures Manual, ISIS and Welligent.

VI. School Culture and Climate Assurances

The Partnership assures the Los Angeles Unified School District that it will adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

VII. Professional Development Program Assurances

The Partnership assures the Los Angeles Unified School District that it will adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development, and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

VIII. Professional Culture Assurances

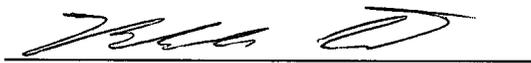
The Partnership assures the Los Angeles Unified School District that it will adhere to Article IX- Hours, Duties and Work Year and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

IX. School Governance Assurances

The Partnership assures the Los Angeles Unified School District that it will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, we follow the Education Code regarding the formation and operation of the School Site Council.

X. School Leadership and Staffing Plan Assurances

The Partnership assures the Los Angeles Unified School District that it will work with employees of the Los Angeles Unified School District and adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/ Reinstatement, and Salaries as described in LAUSD Collective Bargaining Agreements. In addition, the Partnership assures the Los Angeles Unified School District that it will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.



Marshall Tuck  
Chief Executive Officer  
Partnership for Los Angeles Schools



Date

# Appendix 5

**Audited Financial Statements**  
**Partnership for Los Angeles Schools**  
*Eight Months Ended June 30, 2008*  
*with Report of Independent Auditors*

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## Report of Independent Auditors

### Board of Directors Partnership for Los Angeles Schools

We have audited the accompanying statement of financial position of the Partnership for Los Angeles Schools ("Partnership") as of June 30, 2008, and the related statement of activities and cash flows for the eight months then ended. These financial statements are the responsibility of the Partnership's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Partnership for Los Angeles Schools as of June 30, 2008, and the change in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

*Vasquez + Company LLP*

Los Angeles, California  
October 15, 2008

**Partnership for Los Angeles Schools**  
**Statement of Financial Position**  
**June 30, 2008**

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**ASSETS**

**Assets**

Cash		\$ 675,171
Cash held by fiscal agent		1,352,487
Grant receivable		2,510,000
Office equipment, cost	\$ 31,297	
Accumulated depreciation	<u>714</u>	30,583
Other receivables		<u>4,620</u>
	<b>Total assets</b>	<b>\$ <u>4,572,861</u></b>

**LIABILITIES AND NET ASSETS**

**Liabilities**

Accounts payable and accrued expenses	\$ <u>663,491</u>
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**Net assets**

**Unrestricted:**

Undesignated	3,641,471
Board designated - school site planning	<u>267,899</u>
	<b>Total net assets</b>
	<b>\$ <u>3,909,370</u></b>

<b>Total liabilities and net assets</b>	<b>\$ <u>4,572,861</u></b>
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*See notes to financial statements.*

**Partnership for Los Angeles Schools**  
**Statement of Activities**  
**For the Eight Months Ended June 30, 2008**

<b>Revenues and other support</b>	
Grants	\$ 6,039,633
In-kind donation	99,089
Interest income	27,244
<b>Total revenues and other support</b>	<u>6,165,966</u>
<b>Operating expenses</b>	
School site planning	
Transition team	264,292
Operational planning with LAUSD	224,000
School staffing support	178,125
Targeted school site funding	74,151
School facilitators	52,225
Data and surveys	42,224
In-kind donation cost	37,595
Professional development	25,385
	<u>897,997</u>
Connecting communities	
Community outreach	<u>342,876</u>
Partnership support team	
Salaries and wages	416,617
Consultants	243,253
Health and other benefits	88,291
Payroll taxes	33,346
	<u>781,507</u>
Partnership support office	
In-kind donation cost	61,494
Recruitment and advertisement	41,571
Fundraising	40,959
Professional fees	26,105
Non-capitalized equipment	14,958
Travel and conferences	13,154
Insurance	11,733
Communications	9,187
Bank and other fees	8,095
Other operating	6,246
Depreciation	714
	<u>234,216</u>
<b>Total operating expenses</b>	<u>2,256,596</u>
<b>Change in net assets</b>	3,909,370
<b>Net assets, beginning</b>	-
<b>Net assets, ending</b>	<u>\$ 3,909,370</u>

*See notes to financial statements.*

**Partnership for Los Angeles Schools**  
**Statement of Cash Flows**  
**For the Eight Months Ended June 30, 2008**

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<b>Cash flows from operating activities</b>	
Change in net assets	\$ 3,909,370
Adjustments to reconcile operating income to net cash provided by operating activities:	
Depreciation	714
Changes in operating assets and liabilities:	
Cash held by fiscal agent	(1,352,487)
Grant receivable	(2,510,000)
Other receivables	(4,620)
Accounts payable and accrued expenses	663,491
<b>Net cash provided by operating activities</b>	<u>706,468</u>
 <b>Cash flows from investing activities</b>	
Acquisition of office equipment	<u>31,297</u>
<b>Net change in cash</b>	675,171
<b>Cash, beginning of year</b>	-
<b>Cash, end of year</b>	<u><u>\$ 675,171</u></u>

*See notes to financial statements.*

**NOTE 1 ORGANIZATION PROFILE**

The Partnership for Los Angeles Schools (Partnership) is a nonprofit organization launched by Los Angeles Mayor Antonio Villaraigosa to catalyze the transformation of the Los Angeles Unified School District (LAUSD). The Partnership is the largest alternative public school operator in Los Angeles. Beginning July 1, 2008, the Partnership began serving and supporting ten LAUSD schools—a combination of elementary, middle, and high schools—under an MOU approved by the Board of Education in May 2008. Combined, these ten schools serve approximately 18,000 students and employ approximately 1,500 individuals.

The Partnership is the first project of its kind in Los Angeles and in the State of California. Its goal is to both dramatically improve student achievement within Partnership Schools and to become a model for collaboration, school reform and community advancement that can be replicated throughout Los Angeles and California. In order to accomplish this goal, the Partnership is engaging in the following core activities in close collaboration with school stakeholders and LAUSD: 1) operating among the lowest performing public schools in LAUSD to demonstrate that student achievement can be rapidly accelerated when effective practices are implemented comprehensively; 2) convening other public school operators and LAUSD to collaborate in targeted areas of practice; and 3) collaborating with LAUSD to help the district develop the capabilities in areas such as performance management and per-pupil budgeting.

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Accounting**

The financial statements of the Partnership have been prepared on the accrual basis of accounting.

**Basis of Presentation**

The accompanying financial statements have been prepared on the basis of the Statement of Financial Accounting Standards (SFAS) No. 117, Financial Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Partnership is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. The Partnership currently has no temporarily or permanently restricted net assets.

**Cash Held by Fiscal Agent**

The Partnership entered into two separate fiscal agent relationships with LA's BEST and the California Community Foundation (CCF). As fiscal agents, LA's BEST and CCF were designated to receive funds donated to the Partnership until the Partnership received its 501(c)(3) status. Fund disbursements are guided by the Partnership's primary objective. The Partnership received its 501(c)(3) status on March 20, 2008. For LA's BEST, disbursements were made directly by the Organization. For CCF, wire transfers or checks are deposited to the main disbursing account of the Partnership from the fund with CCF when cash requirements are needed by the Partnership's operations.

**NOTE 2      SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

As of the date of incorporation (November 1, 2007), the cash balance in LA's BEST was \$503,608 and the cash balance in CCF was \$0. The \$503,608 was recorded as grant revenue. As of June 30, 2008, the cash balance in LA's BEST was \$0 and the cash balance held by CCF was \$1,352,487.

**Office Equipment**

Office equipment is recorded at cost. Provision for depreciation is computed using the straight-line method over the useful estimated life of five years.

**Revenue Recognition**

Revenue from grants is recognized on an accrual basis as earned according to the provisions of the grant.

**Unrestricted Net Assets**

Unrestricted net assets represent resources available to be used for transactions relating to the general operations of the Partnership, and may be used at the discretion of the governing board for any purpose. As of June 30, 2008, the Board designated \$267,899 to be used for school site planning in the 2008-2009 fiscal year.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

**Income Taxes**

The Partnership is a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and the California Revenue and Taxation Code Section 23701(d). Accordingly, no provision has been made for income taxes.

**NOTE 3      GRANT RECEIVABLE**

The grant is receivable from a major donor owed to the Partnership in the form of an unrestricted grant.

**NOTE 4      OFFICE EQUIPMENT**

Office equipment consists of computers purchased for the Partnership's operations. As of June 30, 2008, office equipment amounted to \$31,297 and total accumulated depreciation amounted to \$714.

**NOTE 5      PENSION PLAN**

Full time employees are eligible to participate in the Partnership's 403(b) retirement plan program. The employee contribution is a percentage amount determined by the employee up to legally mandated limits and treated as an applicable government pre-tax contribution. This deposit is matched by a contribution by the Partnership of up to 6% of an employee's salary. As of June 30, 2008 the employee contributions amounted to \$10,816 while the Partnership match amounted to \$7,800.

**NOTE 6      GRANT REVENUE**

During the period, the Partnership received the grants from private sources. A large portion of the grants received was donated by a major donor amounting to \$5,010,000, of which \$2,500,000 was received as of June 30, 2008. The Partnership received a residual grant from LA's BEST in the amount of \$503,608 which was recorded as grant revenue (Note 2).

**NOTE 7      IN-KIND DONATIONS**

During the year, the Partnership received in-kind donations from various donors in the form of office space use, utilities, phones and equipment estimated at \$61,494 and school materials estimated at \$37,595. Cost of the in-kind donation was also recorded in the amount equal to the donation.

**NOTE 8      CONCENTRATION OF RISK**

The Partnership maintains its cash in deposit accounts in a major bank, which at times may exceed federally insured limits. The Partnership's deposit accounts with the bank exceeded the Federal Deposit Insurance Corporation insured limit by \$719,855 at June 30, 2008.

The Partnership entered into a fiscal sponsorship agreement with California Community Foundation (CCF) wherein the fiscal sponsor will manage a large sum of the Partnership's fund. The balance of cash held by CCF as of June 30, 2008 was \$1,352,487. (See Note 2)

During the year, the Partnership did not generate any revenue from its program services that were provided to the Partnership schools. All of the Partnership's revenues are generated from the private sector in the form of grants.



**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

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**FINANCIAL STATEMENTS**  
**WITH**  
**INDEPENDENT AUDITORS' REPORT**

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**JUNE 30, 2009**

**PARTNERSHIP FOR LOS ANGELES SCHOOLS  
(A California Non-Profit Public Benefit Organization)**

**JUNE 30, 2009**

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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Partnership for Los Angeles Schools  
Los Angeles, California

We have audited the accompanying statement of financial position of the Partnership for Los Angeles Schools (the Partnership) (A California Non-Profit Public Benefit Organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Partnership's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the financial statements of the Partnership as of June 30, 2009, and in our report dated November 16, 2009, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Partnership for Los Angeles Schools as of June 30, 2009, and the changes in their net assets and their cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

The unaudited supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion.

*Vavrinek, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
November 16, 2009

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2009**

**ASSETS**

Current Assets

Cash	\$ 2,271,750	
Accounts receivable	113,578	
Prepaid expenses and other current assets	<u>280,108</u>	
Total Current Assets		\$ 2,665,436

Non-Current Assets

Fixed assets	74,004	
Less: accumulated depreciation	<u>9,681</u>	
Total Non-Current Assets		<u>64,323</u>
Total Assets		<u><u>\$ 2,729,759</u></u>

**LIABILITIES**

Current Liabilities

Accounts payable	\$ 498,156	
Compensated absences	<u>7,590</u>	
Total Current Liabilities		\$ 505,746

**NET ASSETS**

Unrestricted	<u>2,224,013</u>	
Total Net Assets		<u>2,224,013</u>
Total Liabilities and Net Assets		<u><u>\$ 2,729,759</u></u>

The accompanying notes are an integral part of these financial statements.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2009**

<b>REVENUES</b>	
Grants	\$ 6,525,487
In-kind donation	249,320
Interest income	19,790
Other	26,823
Total Revenue	6,821,420
<b>EXPENSES</b>	
School sites	
Building school culture	665,253
Professional development	544,705
Scholarly uniforms	428,496
Student intervention	418,281
Targeted school site funding	298,486
School site staff	200,747
In-kind donation cost	117,485
School staffing support	106,264
Facilities improvements	72,796
Data and surveys	58,991
Transition team planning	53,101
Technology and data system investments	29,519
Subtotal	2,994,124
Connecting communities	
Community outreach	147,524
Re-granting activities	
Teach for America	1,000,000
Boston Consulting Group	660,828
Network Partners	200,000
Fiscal sponsor	28,466
Subtotal	1,889,294
Partnership support team	
Salaries and wages	2,078,812
Consultants	459,709
Health and other benefits	234,422
Payroll taxes	155,466
Subtotal	2,928,409
Management and general	
Other operating	401,137
In-kind donation cost	131,835
Depreciation	8,967
Fundraising	5,487
Subtotal	547,426
Total Expenses	8,506,777
<b>DECREASE IN UNRESTRICTED NET ASSETS</b>	(1,685,357)
<b>NET ASSETS, BEGINNING OF YEAR</b>	3,909,370
<b>NET ASSETS, END OF YEAR</b>	\$ 2,224,013

The accompanying notes are an integral part of these financial statements.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2009**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Decrease in unrestricted net assets	\$ (1,685,357)
Adjustments to reconcile decrease in net assets to net cash provided by operating activities	
Depreciation expense	8,967
Changes in operating assets and liabilities	
Decrease in accounts receivable	2,401,042
Increase in prepaid expenses	(280,108)
Decrease in accounts payable	(157,745)
Net Cash Provided by Operating Activities	<u>286,799</u>
 <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Capital expenses	<u>(42,707)</u>
Net Cash Used by Investing Activities	<u>(42,707)</u>
 <b>NET INCREASE IN CASH</b>	244,092
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>2,027,658</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u><u>\$ 2,271,750</u></u>

The accompanying notes are an integral part of these financial statements.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

***NOTE 1 - GENERAL***

The Partnership for Los Angeles Schools (the Partnership) is a California Non-Profit Public Benefit Organization launched by Los Angeles Mayor Antonio Villaraigosa to catalyze the transformation of the Los Angeles Unified School District (LAUSD). The Partnership is the largest alternative public school operator in Los Angeles. Beginning July 1, 2008, the Partnership began serving and supporting ten LAUSD schools, a combination of elementary, middle, and high schools, under an MOU approved by the Board of Education in May 2008. Combined, these ten schools serve approximately 18,000 students and employ approximately 1,500 individuals.

The Partnership is the first project of its kind in Los Angeles and in the State of California. Its goal is to both dramatically improve student achievement within Partnership Schools and to become a model for collaboration, school reform and community advancement that can be replicated throughout Los Angeles and California. In order to accomplish this goal, the Partnership is engaging in the following core activities in close collaboration with school stakeholders and LAUSD: 1) operating among the lowest performing public schools in LAUSD to demonstrate that student achievement can be rapidly accelerated when effective practices are implemented comprehensively; 2) convening other public school operators and LAUSD to collaborate in targeted areas of practice; and 3) collaborating with LAUSD to help the district develop its capabilities in areas such as performance management and per-pupil budgeting.

***NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

The significant policies followed by the Partnership are described below to enhance the use of the financial statements for the reader.

**Financial Statement Presentation**

The Partnership adopted Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements for Not-for-Profit Organizations*. Under the provisions of this statement, the Partnership is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. The Partnership had no temporarily or permanently restricted net assets. In addition, the Partnership is required to present a statement of cash flows.

**Accounting Method - Basis of Accounting**

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Partnership uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**Revenue Recognition**

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "net assets released from restrictions." The Partnership had no temporarily or permanently restricted assets as of June 30, 2009.

**Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the reporting date and revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Income Taxes**

The Partnership is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements.

**Donated Services, Materials, and Facilities**

The Partnership receives donated services from a variety of unpaid volunteers. Only those services, which satisfy the criteria for recognition for volunteer effort under SFAS No. 116, are reflected in the statements of activities.

The Partnership has donated facilities that met the criteria for recognition under SFAS No. 116.

**Cash and Cash Equivalents**

For purposes of the statement of cash flows, cash is considered to be cash on hand and demand deposits. Cash equivalents consist of highly liquid investments in a daily sweep account.

**Prepaid Expenses**

Prepaid expenses represent amounts paid in advance of receiving goods or services. The Partnership has chosen to report the expenses when incurred.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**Accounts Receivable**

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. At June 30, 2009, management had determined all accounts receivable are fully collectible, and no allowance for bad debts has been established.

**Fixed Assets**

It is the Partnership's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method over 5 years. As of June 30, 2009, depreciation expense was \$8,967.

**NOTE 3 - CASH**

Cash at June 30, 2009, consisted of the following:

	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits		
Cash on hand and in banks	<u>\$ 2,271,750</u>	<u>\$ 2,466,607</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Partnership maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Partnership has not experienced any losses in such accounts. At June 30, 2009, the Partnership had deposits in excess of FDIC insured limits.

**NOTE 4 - ACCOUNTS RECEIVABLE**

Receivables at June 30, 2009, consisted of the following:

Advances	\$ 22,916
Los Angeles Trade Technical College	87,287
Other receivable	3,375
Total Accounts Receivable	<u>\$ 113,578</u>

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE 5 - PREPAID EXPENSES**

At June 30, 2009, prepaid expenses consisted of the following:

School site staff	\$ 204,117
Data and surveys	16,168
Insurance	24,797
Lease deposit	14,463
Other prepaid expenses	20,563
Total Prepaid Expenses	<u>\$ 280,108</u>

**NOTE 6 - PROPERTY AND EQUIPMENT**

At June 30, 2009, property and equipment consisted of the following:

Computer equipment	\$ 56,260
Work in progress	17,744
	<u>74,004</u>
Less: accumulated depreciation	(9,681)
Total Fixed Assets	<u>\$ 64,323</u>

For the year ended June 30, 2009, depreciation expense amounted to \$8,967.

**NOTE 7 - ACCOUNTS PAYABLE**

Accounts payable at June 30, 2009, consisted of the following:

Due to:	
Los Angeles Unified School District	\$ 34,418
San Diego Unified School District	70,762
Other payables	392,976
Total Accounts Payable	<u>\$ 498,156</u>

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

***NOTE 8 - RETIREMENT PLANS***

Plan Description

The employees of the Partnership may also participate in a voluntary 403(b) plan (the plan). Under the terms of this plan, all employees over the age of 21 and that work over 20 hours per week are eligible to participate. The Partnership matches Elective Deferrals on a 100 percent basis up to six percent of the participant's monthly compensation received during the plan year. There is no waiting period with respect to employee and employer contribution. Employer's contribution is 25 percent vested after two full years of service, 50 percent after 3 years of service, and 100 percent after 4 years of service. A participant's salary reduction contributions during any plan year may not exceed the maximum allowed by the Internal Revenue Code. Total employer contributions for the year ended June 30, 2009, amounted to \$61,089.

***NOTE 9 - PROGRAM SERVICES - OTHER OPERATING EXPENSES***

At June 30, 2009, other operating expenses consisted of the following:

	Program Services Other Operating Expenses
Marketing	\$ 80,224
Other fees	58,849
Training and development	36,223
Telephone expenses	35,812
Mileage	31,977
Office supplies	30,263
Parking	26,894
Travel and conferences	19,678
Building rent	19,568
Legal and audit fees	12,762
General insurance	12,665
Postage expenses	11,312
Internet expenses	8,016
Computer hardware	7,700
Non-capitalized equipment	3,425
Equipment lease	2,776
Vendor repairs	2,713
Dues and membership	220
Software and financial systems	60
Total	\$ 401,137

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***SUPPLEMENTARY INFORMATION - UNAUDITED***

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**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**COMPARATIVE STATEMENT OF FINANCIAL POSITION - UNAUDITED**

	As of June 30, 2009	Eight Month Period Ending June 30, 2008
<b>ASSETS</b>		
Current Assets		
Cash	\$ 2,271,750	\$ 2,027,658
Accounts receivable	113,578	2,510,000
Prepaid expenses and other current assets	280,108	4,620
Total Current Assets	2,665,436	4,542,278
Non-Current Assets		
Fixed assets	74,004	31,297
Less: accumulated depreciation	9,681	714
Total Non-Current Assets	64,323	30,583
Total Assets	\$ 2,729,759	\$ 4,572,861
 <b>LIABILITIES</b>		
Current Liabilities		
Accounts payable	\$ 498,156	\$ 663,491
Compensated absences	7,590	-
Total Current Liabilities	505,746	663,491
 <b>NET ASSETS</b>		
Unrestricted	2,224,013	3,641,471
Board designated - school site planning	-	267,899
Total Net Assets	2,224,013	3,909,370
Total Liabilities and Net Assets	\$ 2,729,759	\$ 4,572,861

**PARTNERSHIP FOR LOS ANGELES SCHOOLS**  
**(A California Non-Profit Public Benefit Organization)**

**COMPARATIVE STATEMENT OF ACTIVITIES - UNAUDITED**

	As of	Eight Month
	June 30, 2009	Period Ending June 30, 2008
<b>REVENUES</b>		
Grants	\$ 6,525,487	\$ 6,039,633
In-kind donation	249,320	99,089
Interest income	19,790	27,244
Other	26,823	-
Total Revenue	6,821,420	6,165,966
<b>EXPENSES</b>		
School sites		
Building school culture	\$ 665,253	\$ -
Professional development	544,705	25,385
Scholarly uniforms	428,496	-
Student intervention	418,281	-
Targeted school site funding	298,486	74,151
School site staff	200,747	52,225
In-kind donation cost	117,485	37,595
School staffing support	106,264	178,125
Facilities improvements	72,796	-
Data and surveys	58,991	42,224
Transition team planning	53,101	264,292
Technology and data system investments	29,519	-
Operational planning with LAUSD	-	224,000
Subtotal	2,994,124	897,997
Connecting communities		
Community outreach	147,524	342,876
Re-granting activities		
Teach for America	1,000,000	-
Boston Consulting Group	660,828	-
Network Partners	200,000	-
Fiscal sponsor	28,466	-
Subtotal	1,889,294	-
Partnership support team		
Salaries and wages	2,078,812	416,617
Consultants	459,709	243,253
Health and other benefits	234,422	88,291
Payroll taxes	155,466	33,346
Subtotal	2,928,409	781,507
Management and general		
Other operating	401,137	131,049
In-kind donation cost	131,835	61,494
Depreciation	8,967	714
Fundraising	5,487	40,959
Subtotal	547,426	234,216
Total Expenses	8,506,777	2,256,596
<b>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</b>	(1,685,357)	3,909,370
<b>NET ASSETS, BEGINNING OF YEAR</b>	3,909,370	-
<b>NET ASSETS, END OF YEAR</b>	\$ 2,224,013	\$ 3,909,370

# Appendix 6

# History/Social Science Instructional Guide Overview

## I. Major District Initiatives

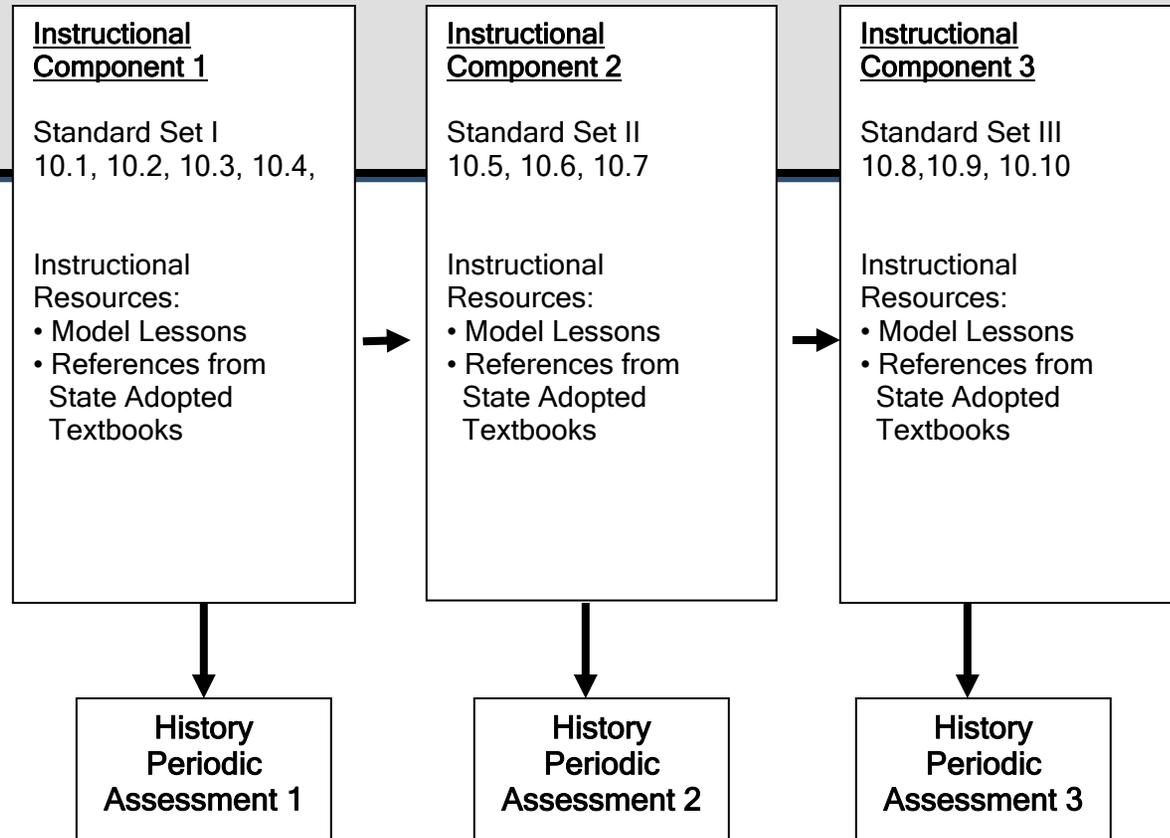
- Secondary Literacy Plan
- IFL Nine Principles of Learning
- Culturally Relevant Teaching Methods to Close the Achievement Gap

## II. State of California Documents

- The California Content Standards
- History/Social Science Framework for California
- California Standards for the Teaching Profession

## III. Assessment

- Periodic Assessment
- Scoring of Periodic Assessments



## Appendices

- Meeting the Needs of All Students
- Essential and Focus Questions
- The Writing Process
- The Use of Primary Sources
- Standards for Civics and Government
- Alternative Documents



# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

## Instructional Component 1: Development of Western Political Thought, Revolutions, Industrial Revolution, Imperialism (Standards 10.1, 10.2, 10.3, 10.4)

First **5 days (traditional)** and **4 days (year-round)** of the Fall Semester:

- Building classroom community
- Constitution Day activities
- Thinking as a historian
- Review of World geography

**Blue Print Focus Standards:**  
 “A” indicates high emphasis  
 “B” indicates medium emphasis  
 “C” indicates low emphasis  
 “\*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</b>	5 Questions	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Genocide</li> <li>• Democracy</li> <li>• Reason</li> <li>• Faith</li> <li>• Tyranny</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato’s <i>Republic</i> and Aristotle’s <i>Politics</i> .	*		<i>B-Track</i> 13 Days
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	*		<i>C-Track</i> 12 Days
			<u>Four by Four Calendar</u> 5 Days

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	8 Questions	<ul style="list-style-type: none"> <li>• Equality</li> <li>• Natural rights</li> <li>• Revolution</li> <li>• Tyranny</li> <li>• Nationalism</li> <li>• Empire</li> </ul>	<u>Traditional Calendar</u> 18 Days
1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 19 Days <u>B-Track</u> 19 Days <u>C-Track</u> 19 Days
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	A		<u>Four by Four Calendar</u> 9 Days
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	*		
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	A		
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	*		

**Blue Print Focus Standards:**

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.</b>	7 Questions	<ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Labor union</li> <li>• Pollution</li> <li>• Romanticism</li> <li>• Social Darwinism</li> <li>• Social reform</li> <li>• Socialism</li> <li>• Urbanization</li> <li>• Entrepreneurship</li> <li>• Communism</li> <li>• Utopianism</li> <li>• Classicism</li> </ul>	<u>Traditional Calendar</u> 17 Days
1. Analyze why England was the first country to industrialize.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	*		<i>B-Track</i> 13 Days
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	*		<i>C-Track</i> 12 Days
4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.	*		<b>Four by Four Calendar</b> 10 Days
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	*		
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	A		
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	*		

**Blue Print Focus Standards:**

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.	3 Questions	<ul style="list-style-type: none"> <li>• Social Darwinism</li> <li>• Balance of power</li> <li>• Civil service</li> <li>• Cultural diffusion</li> <li>• Ethnocentrism</li> <li>• Non-violence</li> <li>• Resource distribution</li> <li>• Social Structure</li> <li>• Traditional Imperialism</li> <li>• Colonization</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 9 Days <i>B-Track</i> 10 Days <i>C-Track</i> 10 Days
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	*		<u>Four by Four Calendar</u> 5 Days
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	A		
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.	*		

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## Textbook Correlation for the 10<sup>th</sup> Grade Standards

<b>STANDARD</b>	<b><u>Glencoe</u> <i>World History: Modern Times</i></b>	<b><u>Prentice Hall</u> <i>World History: The Modern World</i></b>
10.1	Chapter: 1	Chapter: 1
10.2	Chapters: 2,3,4	Chapters: 2,3,4,7
10.3	Chapters: 4,5,10	Chapters: 5,6,8
10.4	Chapters: 6,7,10	Chapters: 7,8,9,10
10.5	Chapter: 8,10	Chapter: 8,9,11,13
10.6	Chapter: 8,10	Chapter: 12,13
10.7	Chapters: 8,9,10,11	Chapters: 13
10.8	Chapters: 10,11	Chapters: 12,13,14
10.9	Chapters: 10,12,13	Chapters: 14,15,17,18,19
10.10	Chapters: 14	Chapters: 16,17,18,19
10.11	Chapters: 17	Chapters: 19

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

## Instructional Component 2: Causes and Effects of the First World War and the Rise of Totalitarian Governments (Standards 10.5, 10.6, 10.7)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.5 Students analyze the causes and course of the First World War.	7 Questions	<ul style="list-style-type: none"> <li>• Balance of power</li> <li>• Alliances</li> <li>• Disarmament</li> <li>• Internationalism</li> <li>• Isolationism</li> <li>• Mass communication</li> <li>• Militarism</li> <li>• Propaganda</li> <li>• Genocide</li> <li>• Racism</li> </ul>	<u>Traditional Calendar</u> 16 Days
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of "total war."	*		<u>Concept 6 Calendar</u> <u>A-Track</u> 17 Days
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	*		<u>B-Track</u> 13 Days
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	*		<u>C-Track</u> 19 Days
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	*		<u>Four by Four Calendar</u> 10 Days
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	*		

**Blue Print Focus Standards:**

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>10.6 Students analyze the effects of the First World War.</b>	7 Questions	<ul style="list-style-type: none"> <li>• Disarmament</li> <li>• Total war</li> <li>• Totalitarian dictatorship</li> </ul>	<u>Traditional Calendar</u> 19 Days
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States's rejection of the League of Nations on world politics.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 14 Days
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	*		<i>B-Track</i> 18 Days
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	*		<i>C-Track</i> 15 Days
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	*		<u>Four by Four Calendar</u> 10 Days

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>10.7 Students analyze the rise of totalitarian governments after the First World War.</b>	6 Questions	<ul style="list-style-type: none"> <li>• Authoritarianism</li> <li>• Command economy / centralization</li> <li>• Collectivism</li> <li>• Communism</li> <li>• Dictatorship</li> <li>• Genocide</li> <li>• Ideology</li> <li>• Indoctrination</li> <li>• Police state</li> <li>• Racism</li> <li>• Anti-Semitism</li> </ul>	<u>Traditional Calendar</u> 16 Days
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 13 Days
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	*		<i>B-Track</i> 15 Days
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.	*		<i>C-Track</i> 16 Days
			<u>Four by Four Calendar</u> 10 Days

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## Textbook Correlation for the 10<sup>th</sup> Grade Standards

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10.10	Chapters: 14	Chapters: 16,17,18,19
10.11	Chapters: 17	Chapters: 19

# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

## Instructional Component 3: Causes and effects of World War II and the Cold War, Present Day State of the World (Standards 10.8, 10.9, 10.10, 10.11)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>10.8 Students analyze the causes and consequences of World War II.</b>	7 Questions	<ul style="list-style-type: none"> <li>Racism</li> <li>Aggression</li> <li>Anti-Semitism</li> <li>Appeasement</li> <li>Expropriation</li> <li>Occupation</li> <li>Partition</li> <li>Non-intervention/isolationism</li> <li>Diplomacy</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 15 Days
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	*		<u>B-Track</u> 15 Days
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	*		<u>C-Track</u> 12 Days
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	*		<u>Four by Four Calendar</u> 10 Days
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.	A		
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.	*		

**Blue Print Focus Standards:**

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>10.9 Students analyze the international developments in the post-World War II world.</b>	8 Questions	<ul style="list-style-type: none"> <li>• Partition</li> <li>• Reconstruction</li> <li>• Cold War</li> <li>• Hegemony</li> <li>• Geopolitics</li> <li>• Intolerance</li> <li>• Nuclear proliferation</li> <li>• Class conflict</li> <li>• Xenophobia</li> </ul>	<u>Traditional Calendar</u> 14 Days
1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	B		<u>Concept 6 Calendar</u> <u>A-Track</u> 15 Days <u>B-Track</u> 12 Days <u>C-Track</u> 10 Days
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	A		<u>Four by Four Calendar</u> 7 Days
3. Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	A		
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	B		
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	B		
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	A		
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	*		
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.	B		

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	1 Question	<ul style="list-style-type: none"> <li>• Apartheid</li> <li>• Autonomy</li> <li>• Developing world/third world</li> <li>• Ethnocentrism</li> <li>• Intolerance</li> <li>• Segregation</li> <li>• Xenophobia</li> </ul>	<u>Traditional Calendar</u> 7 Days
1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 8 Days
2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	*		<i>B-Track</i> 6 Days <i>C-Track</i> 8 Days
3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.	*		<u>Four by Four Calendar</u> 3 Days

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# GRADE 10 WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standards	Blue Print Focus Standards	Concepts	Instructional Days
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	1 Question	<ul style="list-style-type: none"> <li>• Environmental pollution</li> <li>• Global infrastructure</li> <li>• International commerce</li> <li>• Market economy</li> </ul>	Integrated with Standard 10.3

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10.6	Chapter: 8,10	Chapter: 12,13
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10.8	Chapters: 10,11	Chapters: 12,13,14
10.9	Chapters: 10,12,13	Chapters: 14,15,17,18,19
10.10	Chapters: 14	Chapters: 16,17,18,19
10.11	Chapters: 17	Chapters: 19

# History/Social Science Instructional Guide Overview

## I. Major District Initiatives

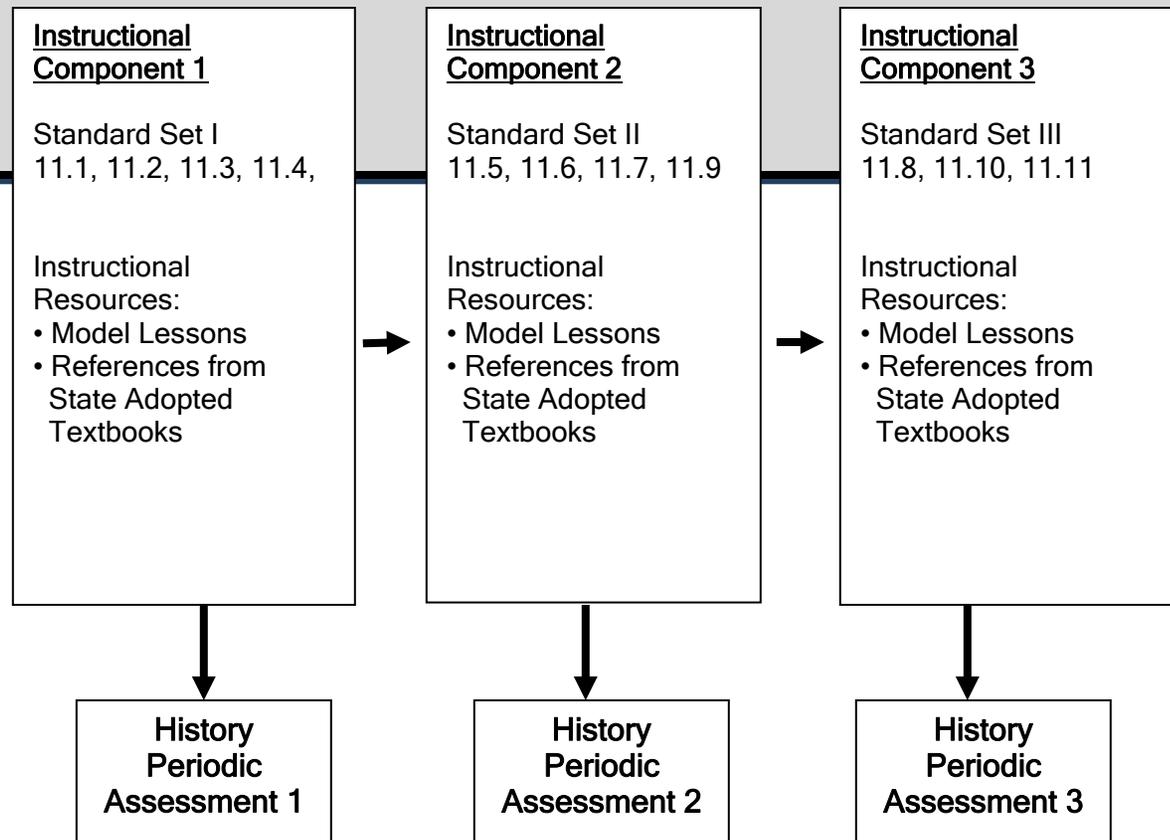
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- IFL Nine Principles of Learning
- Culturally Relevant Teaching Methods to Close the Achievement Gap

## II. State of California Documents

- The California Content Standards
- History/Social Science Framework for California
- California Standards for the Teaching Profession

## III. Assessment

- Periodic Assessment
- Scoring of Periodic Assessments



### Appendices

- Meeting the Needs of All Students
- Essential and Focus Questions
- The Writing Process
- The Use of Primary Sources
- Standards for Civics and Government



# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

## Instructional Component 1: Background to the 20<sup>th</sup> Century (Standards 11.1, 11.2, 11.3, 11.4)

First 6 days (traditional) and 5 days (year-round) of the Fall Semester:

- Building classroom community
- Constitution Day activities
- Thinking as a historian
- Review of American geography

### Blue Print Focus Standards:

“A” indicates high emphasis  
 “B” indicates medium emphasis  
 “C” indicates low emphasis  
 “\*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</b>	5 Questions	<ul style="list-style-type: none"> <li>• Society</li> <li>• Constitution</li> <li>• Democracy</li> <li>• Natural Rights</li> <li>• Civil War</li> <li>• Development</li> <li>• Growth</li> <li>• Anarchism</li> <li>• Revolution</li> <li>• Federalism</li> <li>• Reconstruction</li> <li>• Demographics</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	*		<u>Concept 6 Calendar</u>
2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.	*		<u>A-Track</u> 12 Days
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	*		<u>B-Track</u> 12 Days
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19 <sup>th</sup> century of the United States as a world power.	*		<u>C-Track</u> 15 Days
			<u>Four by Four Calendar</u> 6 Days

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.</b>	5 Questions	<ul style="list-style-type: none"> <li>• Ideology</li> <li>• Social Darwinism</li> <li>• Social reform</li> <li>• Revival</li> <li>• Intolerance</li> <li>• Fundamentalism</li> <li>• Religious pluralism</li> <li>• Separation of church and state</li> <li>• Social gospel</li> </ul>	<u>Traditional Calendar</u> 12 Days
1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days
2. Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.	*		<i>B-Track</i> 13 Days
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	*		<i>C-Track</i> 13 Days
4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.	*		
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.	*		
			<u>Four by Four Calendar</u> 6 Days

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.</b>	7 Questions	<ul style="list-style-type: none"> <li>• Corporation</li> <li>• Dissent industrialization</li> <li>• Progressivism</li> <li>• Regulation</li> <li>• Social Darwinism</li> <li>• Trusts</li> <li>• Pluralism</li> <li>• Immigration</li> <li>• Industrial Revolution</li> <li>• Reform</li> <li>• Industrialization</li> <li>• Urbanization</li> </ul>	<u>Traditional Calendar</u> 19 Days
1. Know the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 17 Days <i>B-Track</i> 19 Days <i>C-Track</i> 14 Days
2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.	A		
3. Trace the effect of the Americanization movement.	*		
4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.	A		
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	A		
6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.	*		
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	*		
8. Examine the effect of political programs and activities of Populists.	*		
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson).	A		

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days	
<b>11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.</b>	6 Questions	<ul style="list-style-type: none"> <li>Foreign policy</li> <li>Imperialism</li> <li>Interventionism</li> <li>Jingoism</li> <li>Pacifism</li> <li>Expansionism</li> </ul>	<u>Traditional Calendar</u> 13 Days	
1. List the purpose and the effects of the Open Door policy.	*		<ul style="list-style-type: none"> <li>Foreign policy</li> <li>Imperialism</li> <li>Interventionism</li> <li>Jingoism</li> <li>Pacifism</li> <li>Expansionism</li> </ul>	<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days <i>B-Track</i> 10 Days <i>C-Track</i> 10 Days  <u>Four by Four Calendar</u> 5 Days
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.	*			
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.	*			
4. Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches.	*			
5. Analyze the political, economic, and social ramifications of World War I on the home front.				
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.				

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11.3	Chapters: 7,9	Chapters: 3,13	Chapters: 1,2,3
11.4	Chapters: 17,19	Chapters: 9,10,11	Chapters: 4,6
11.5	Chapters: 20,21	Chapters: 12,13	Chapters: 7,8,9
11.6	Chapters: 22,23	Chapters: 14,15	Chapters: 9,10
11.7	Chapters: 24,25	Chapters: 16,17	Chapters: 11,12
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11.9	Chapters: 27,31	Chapters: 20,21,22	Chapters: 17,18
11.10	Chapters: 28,30	Chapters: 23,24	Chapters: 16,18
11.11	Chapters: 32,33,34	Chapters: 25,26	Chapters: 19,20,21

# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

## Instructional Component 2: The United States, the World Wars, and Post War Foreign Policy (Standards 11.5, 11.6, 11.7, 11.9)

Standards	Blue Print Focus Standards	Possible Questions	Instructional Days
<b>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</b>	5 Questions	<ul style="list-style-type: none"> <li>• Equal rights</li> <li>• Industrialization</li> <li>• Suffrage</li> <li>• Isolationism</li> <li>• Mass production</li> <li>• Prohibition</li> <li>• Mass media</li> <li>• Segregation</li> <li>• Popular culture</li> <li>• Renaissance</li> </ul>	<u>Traditional Calendar</u> 16 Days
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.	*		
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days <i>B-Track</i> 13 Days <i>C-Track</i> 13 Days
3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).	*		
4. Analyze the passage of the 19th Amendment and the changing role of women in society.	A		
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).	A		
6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.	*		
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	*		<u>Four by Four Calendar</u> 6 Days

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</b>	7 Questions	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Extremism</li> <li>• Government activism</li> <li>• Government expansion</li> <li>• Public works</li> <li>• Separation of powers</li> <li>• Unemployment</li> <li>• Welfare program</li> <li>• Organized labor</li> </ul>	<u>Traditional Calendar</u> 10 Days
1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 13 Days
2. Understand the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.	*		<i>B-Track</i> 13 Days
3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	*		<i>C-Track</i> 15 Days
4. Analyze the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).	*		<u>Four by Four Calendar</u> 6 Days
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.	*		

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.7 Students analyze the American participation in World War II.</b>	6 Questions	<ul style="list-style-type: none"> <li>• Dictatorship</li> <li>• Genocide</li> <li>• Internment</li> <li>• National security</li> <li>• Sphere of influence</li> <li>• Hegemony</li> <li>• Geopolitics</li> <li>• Foreign aid</li> </ul>	<u>Traditional Calendar</u> 14 Days
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 11 Days
2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	*		<i>B-Track</i> 11 Days
3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).	*		<i>C-Track</i> 9 Days
4. Analyze Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech).	*		<u>Four by Four Calendar</u> 6 Days
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.	*		
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	*		
7. Discuss the decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki).	*		
8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy.	*		

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.9 Students analyze United States foreign policy since World War II.</b>	6 Questions	<ul style="list-style-type: none"> <li>National security</li> <li>Containment</li> <li>Communism</li> <li>“Cold War”</li> <li>Deterrence</li> <li>Nuclear age</li> <li>Global interrelatedness</li> <li>Bipartisanship</li> <li>Negotiated settlement</li> <li>Social reforms</li> </ul>	<u>Traditional Calendar</u> 11 Days  <u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days <i>B-Track</i> 9 Days <i>C-Track</i> 13 Days  <u>Four by Four Calendar</u> 5 Days
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.	*		
2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.	*		
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: <ul style="list-style-type: none"> <li>The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting</li> <li>The Truman Doctrine</li> <li>The Berlin Blockade</li> <li>The Korean War</li> <li>The Bay of Pigs invasion and the Cuban Missile Crisis</li> <li>Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies</li> <li>The Vietnam War</li> <li>Latin American policy</li> </ul>	A		
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).	A		
5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.	*		
6. Describe the strategic, political, and economic factors in Middle East policy, including those related to the Gulf War.	*		
7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.	*		

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

## Instructional Component 3: Post World War II Domestic Issues (Standards 11.8, 11.10, 11.11)

Standards	Blue Print Focus Standards	Concepts	Instructional Days	
<b>11.8 Students analyze the economic boom and social transformation of post-World War II America.</b>	5 Questions	<ul style="list-style-type: none"> <li>• Military industrial complex</li> <li>• Standard of living</li> <li>• Ideology</li> <li>• Geopolitics</li> <li>• Nuclear age</li> <li>• Sphere of influence</li> <li>• Hegemony</li> </ul>	<u>Traditional Calendar</u> 10 Days	
1. Trace the growth of service sector, white collar, and professional sector jobs in government and business.	*		<ul style="list-style-type: none"> <li>• Military industrial complex</li> <li>• Standard of living</li> <li>• Ideology</li> <li>• Geopolitics</li> <li>• Nuclear age</li> <li>• Sphere of influence</li> <li>• Hegemony</li> </ul>	<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days <i>B-Track</i> 10 Days <i>C-Track</i> 12 Days  <u>Four by Four Calendar</u> 6 Days
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	A			
3. Examine Truman’s labor policy and congressional reaction to it.	*			
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.	*			
5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.	A			
6. Discuss the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions.	*			
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.	*			
8. Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	*			

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# GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20<sup>TH</sup> CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.10 Students analyze the development of federal civil rights and voting rights developments.</b>	5 Questions	<ul style="list-style-type: none"> <li>Civil disobedience</li> <li>Civil rights</li> <li>Equal opportunity</li> <li>Integration</li> <li>Nonviolence</li> <li>Segregation</li> <li>Freedom of expression</li> <li>Judicial activism</li> </ul>	<u>Traditional Calendar</u> 15 Days
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days
2. Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.	A		<i>B-Track</i> 15 Days
3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.	*		<i>C-Track</i> 10 Days
4. Examine the role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King's "Letter from Birmingham Jail" and "I Have a Dream" Speech.	A		<u>Four by Four Calendar</u> 7 Days
5. Discuss the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	A		
6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.	*		
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.	A		

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Standards	Blue Print Focus Standards	Concepts	Instructional Days
<b>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</b>	3 Questions	<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Environmental protection</li> <li>• Demographic change</li> <li>• Pluralism</li> <li>• Multiculturalism</li> <li>• Political left</li> <li>• Political right</li> <li>• Counterculture</li> </ul>	<u>Traditional Calendar</u> 7 Days
1. Discuss the reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 8 Days
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).	*		<i>B-Track</i> 8 Days
3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.	A		<i>C-Track</i> 8 Days
4. Explain the constitutional crisis originating from the Watergate scandal.	A		<u>Four by Four Calendar</u> 4 Days
5. Trace the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	*		
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.	*		
7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out-of-wedlock births, and drug abuse.	*		

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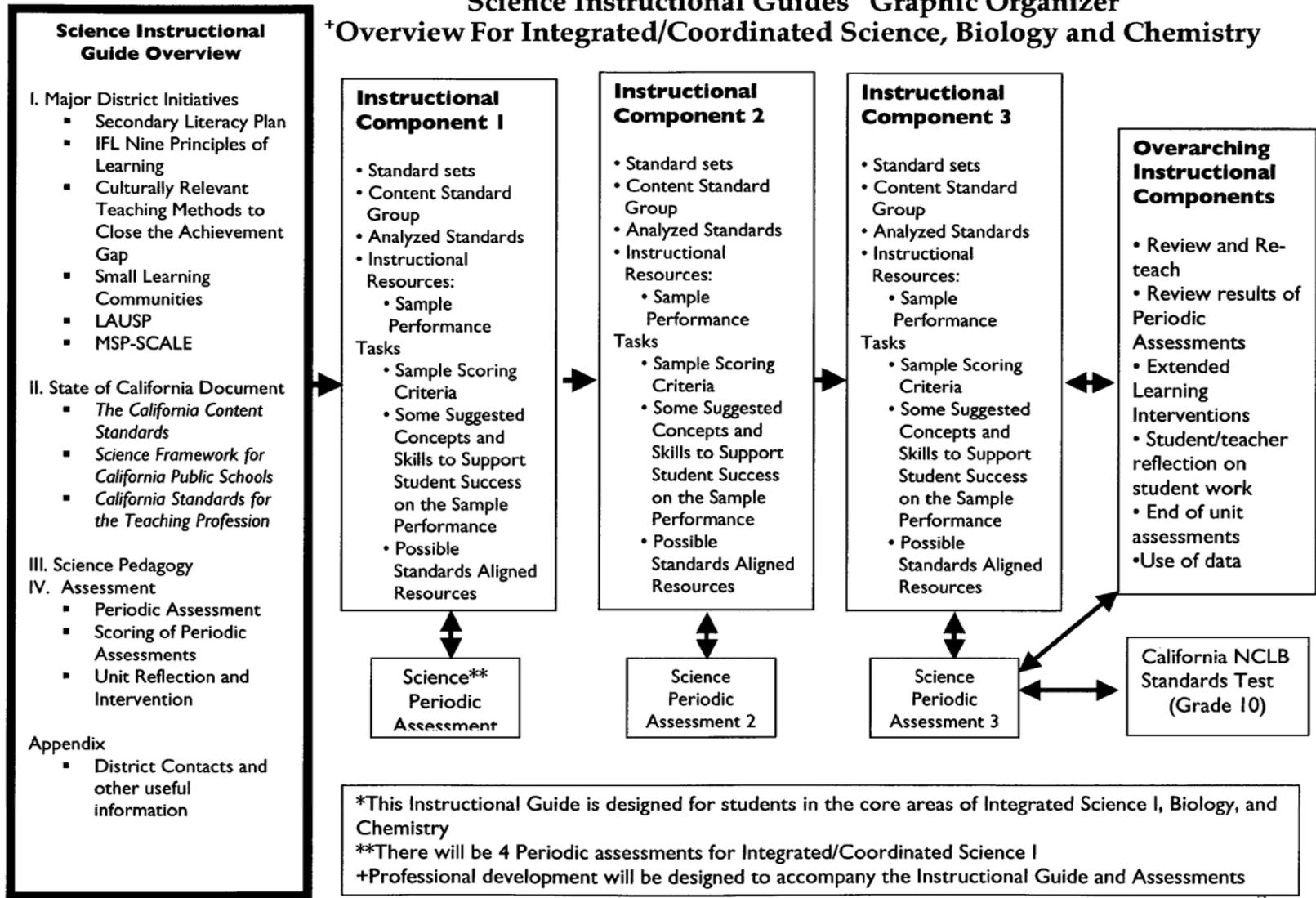
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## Science Instructional Guides\* Graphic Organizer

### +Overview For Integrated/Coordinated Science, Biology and Chemistry



**Science Instructional Guide Overview**

- I. Major District Initiatives
  - Secondary Literacy Plan
  - IFL Nine Principles of Learning
  - Culturally Relevant Teaching Methods to Close the Achievement Gap
  - Small Learning Communities
  - LAUSP
  - MSP-SCALE
- II. State of California Document
  - *The California Content Standards*
  - *Science Framework for California Public Schools*
  - *California Standards for the Teaching Profession*
- III. Science Pedagogy
- IV. Assessment
  - Periodic Assessment
  - Scoring of Periodic Assessments
  - Unit Reflection and Intervention
- Appendix
  - District Contacts and other useful information

**Science Instructional Guide Graphic Organizer Overview For Earth Science**

**Instructional Component 1**

Standard Sets:  
(1a, 1b, 1c, 1d, 1e, 1f, 1g\*, 2a, 2b, 2c, 2d, 2e\*, 2f\*, 2g\*)

- Content Standard Group
- Analyzed Standard
- Instructional Resources:
- Sample Performance Tasks
- Sample Scoring Criteria
- Some Suggested Concepts and Skills to Support Student Success on the Sample Performance
- Possible Standards Aligned Resources

**Instructional Component 2**

Standard Sets:  
(3a, 3b, 3c, 3d, 3e, 3f\*, 7a, 7b, 7c, 7d\*, 9a, 9c, 9b, 9d\*)

- Content Standard Group
- Analyzed Standard
- Instructional Resources:
- Sample Performance Tasks
- Sample Scoring Criteria
- Some Suggested Concepts and Skills to Support Student Success on the Sample Performance
- Possible Standards Aligned Resources

**Instructional Component 3**

Standard Sets:  
(5d, 8a, 8c, 8b, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5g\*, 6a, 6b, 5e, 5f\*, 6c, 6d)

- Content Standard Group
- Analyzed Standard
- Instructional Resources:
- Sample Performance Tasks
- Sample Scoring Criteria
- Some Suggested Concepts and Skills to Support Student Success on the Sample Performance
- Possible Standards Aligned Resources

**Overarching Instructional Components**

- Review and Re-teach
- Review results of Periodic Assessments
- Extended Learning Interventions
- Student/teacher reflection on student work
- End of unit assessments
- Use of data

Science Periodic Assessment 1

Science Periodic Assessment 2

Science Periodic Assessment 3

California NCLB Standards Test

**LAUSD – High School Instructional Guide**  
**Earth Science**  
**Instructional Component 1**  
**Standards for Instructional Component 1**

**Earth's Place in the Universe**

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:
  - a. Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.
  - b. Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
  - c. Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.
  - d. Students know the evidence indicating that the planets are much closer to Earth than the stars are.
  - e. Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.
  - f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
  - g. \* Students know the evidence for the existence of planets orbiting other stars.
  
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:
  - a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.
  - b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.
  - c. Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.

- d. Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.
- e. \* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.
- f. \* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.
- g. \* Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.

**Investigation and Experimentation (I & E) Standards:**

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations. Students will:
  - i. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
  - j. Identify and communicate sources of unavoidable experimental error.
  - k. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
  - l. Formulate explanations by using logic and evidence.
  - m. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
  - n. Distinguish between hypothesis and theory as scientific terms.
  - o. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - p. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - j. Recognize the issues of statistical variability and the need for controlled tests.
  - k. Recognize the cumulative nature of scientific evidence.

- l Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- n Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

**Instructional Component 1**  
**Astronomy**

Analyzed Standards	Instructional Activities and Resources	Connections and Notes
<p>1a</p> <ul style="list-style-type: none"> <li>• <b>Explain the formation of the solar system.</b></li> <li>• Evaluate the evidence for the solar nebular theory.</li>   <li>• Compare and contrast the different methods of measuring astronomical distances.</li>   <li>• Produce a scale model of the solar system.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 695-708</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b> pp. 3-4 pp. 647-648</p> <p><b>Glencoe <i>Earth Science</i></b></p>	
<p>1b (2c)</p> <ul style="list-style-type: none"> <li>• <b>Compare and contrast the formation of the sun, terrestrial and non-terrestrial planets.</b></li>   <li>• <b>Differentiate the methods and uses of relative dating verses radioactive dating.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 685-687</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b> pp 3-4 pp 649-658</p> <p>pp 337-339, 347-352</p> <p><b>Glencoe <i>Earth Science</i></b></p>	

Analyzed Standards	Instructional Activities and Resources	Connections and Notes
<p><b>1c</b> (8a, 8b)</p> <ul style="list-style-type: none"> <li>• <b>Explain the processes that cause the differentiation of the Earth's layers.</b></li> <li>• <b>Evaluate the evidence that suggest different stages of atmospheric development.</b></li> <li>• <b>Compare and contrast the origin and development of anaerobic and aerobic life forms.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 688-690</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp 5,7-8 pp. 233-237 pp. 366-367 pp. 369-375</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 577-581 pp. 584-588 pp. 589-593</p>	
<p><b>1d</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of appropriate methods such as: radar, Doppler effect, parallax and the inverse square law to measure distances between planets, stars and extra galactic objects.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 691, 755-756</b> <b>pp. 779,781</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> p. 702 pp. 677,718</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 813-815</p>	
<p><b>1e</b></p> <ul style="list-style-type: none"> <li>• Classify the sun as a typical star and describe the nuclear reactions that power it, primarily the fusion of hydrogen to form helium.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 755-756</b> p. 781</p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 689-690</p>	

Analyzed Standards	Instructional Activities and Resources	Connections and Notes
	<p><b>Glencoe Earth Science</b> pp. 805-810 pp. 821-823</p>	
<p><b>1f</b></p> <ul style="list-style-type: none"> <li>Analyze the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons.</li> <li>Identify and critique the evidence for the role of asteroid impacts in mass extinctions of life on Earth.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 739-744</b></p> <p><b>Prentice Hall Earth Science California</b> pp.631-634 pp. 665 pp. 381</p> <p><b>Glencoe Earth Science</b> pp. 633-634 pp. 754</p>	
<p><b>1g*</b></p> <ul style="list-style-type: none"> <li>Explain the evidence for the existence of planets orbiting other stars.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 708</b></p> <p><b>Prentice Hall Earth Science California</b> pp. 201</p> <p><b>Glencoe Earth Science</b> pp. 800</p>	
<p><b>2a</b></p> <ul style="list-style-type: none"> <li>Identify the solar system's position in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p.660</b> <b>pp. 790-791</b></p> <p><b>Prentice Hall Earth Science California</b> pp. 715-716</p>	

Analyzed Standards	Instructional Activities and Resources	Connections and Notes
	<p><b>Glencoe Earth Science</b> pp. 833-835</p>	
<p><b>2b</b></p> <ul style="list-style-type: none"> <li>Recognize that galaxies are made of billions of stars comprising most of the visible mass of the universe and that gravitational forces infer the existence of non-visual matter.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p.660</b> <b>pp. 790-791</b></p> <p>Prentice Hall <i>Earth Science California</i> pp. 716-721</p> <p>Glencoe <i>Earth Science</i> pp. 839-842</p>	
<p><b>2c</b></p> <ul style="list-style-type: none"> <li>Summarize the processes that take place within stars to form elements with an atomic number greater than that of lithium.</li> </ul>	<p>Prentice Hall <i>Earth Science California</i> p. 712</p> <p>Glencoe <i>Earth Science</i> pp. 821</p>	
<p><b>2d</b></p> <ul style="list-style-type: none"> <li>Classify stars according to their physical and chemical characteristics.</li> <li>Use and interpret data from visual, radio and X-ray telescopes to predict the ultimate fate of stars.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 775-788</b></p> <p>Prentice Hall <i>Earth Science California</i> pp. 704 pp. 678-683</p> <p>Glencoe <i>Earth Science</i> pp. 813-820 pp. 828</p>	

Analyzed Standards	Instructional Activities and Resources	Connections and Notes
<p><b>2e*</b></p> <ul style="list-style-type: none"> <li>Describe how accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.</li> </ul>	<p><b>Prentice Hall</b> <i>Earth Science California</i> p. 720</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 854</p>	
<p><b>2f*</b></p> <ul style="list-style-type: none"> <li>Explain the evidence indicating that the color, brightness and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 781-788</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 707-714</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 821-825</p>	
<p><b>2g*</b></p> <ul style="list-style-type: none"> <li>Summarize how the red-shift from distance galaxies and the cosmic background radiation provide evidence for the “big bang” model which suggests that the universe has been expanding for 10 to 20 billion years.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 793-794</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 718</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 847-851</p>	

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**Earth Science**  
**Instructional Component 2**  
**Standards for Instructional Component 2**

### Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:
  - a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
  - b. Students know the principal structures that form at the three different kinds of plate boundaries.
  - c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
  - d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
  - e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
  - f. \* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.

### Biogeochemical Cycles

7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept
  - a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
  - b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.
  - c. Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
  - d. \* Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.

### California Geology

9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:
  - a. Students know the resources of major economic importance in California and their relation to California's geology.
  - b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
  - c. Students know the importance of water to society, the origins of California 's fresh water, and the relationship between supply and need.
  - d. \* Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.

**Investigation and Experimentation (I & E) Standards:**

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations. Students will:
  - a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
  - b. Identify and communicate sources of unavoidable experimental error.
  - c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
  - d. Formulate explanations by using logic and evidence.
  - e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
  - f. Distinguish between hypothesis and theory as scientific terms.
  - g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - h. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - i. Recognize the issues of statistical variability and the need for controlled tests.
  - j. Recognize the cumulative nature of scientific evidence.
  - k. Analyze situations and solve problems that require combining and applying concepts from more than one area of

science.

- l. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- m. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

**Instructional Component 2**  
**Geology**

Analyzed Standards	Instructional Activities and Resources	Connections
<p><b>3a</b></p> <ul style="list-style-type: none"> <li>Interpret features of the ocean floor (magnetic patterns, age and sea-floor topography) that provide evidence of plate tectonics (continental drift).</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 242-246</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 278-288</p> <p><b>Glencoe</b> <i>Earth Science</i> <b>pp. 448-454</b></p>	
<p><b>3b</b></p> <ul style="list-style-type: none"> <li>Identify and classify the principal structures that form at the three different kinds of plate boundaries.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 247-254</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 293-299</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 455-459 pp. 528-534</p>	
<p><b>3c</b></p> <ul style="list-style-type: none"> <li>Explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 127-144</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 44-57 pp. 65-84 pp. 208-309</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 90-140</p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p><b>3d</b></p> <ul style="list-style-type: none"> <li>Summarize how, why, when, and where earthquakes occur.</li> <li>Correctly utilize scales to measure earthquake intensity and magnitude.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 295-304</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp.217 -237 pp. 226-228</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 495-509</p>	
<p><b>3e</b></p> <ul style="list-style-type: none"> <li>Classify the two types of volcanoes based upon chemical composition and explosivity.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 328</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp.278-288</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 471-475 pp. 480-483</p>	
<p><b>3f*</b></p> <ul style="list-style-type: none"> <li>Explain the location and properties of volcanoes due to hotspot, convergent and divergent boundaries.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 323</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 293-299</p> <p><b>Glencoe</b> <i>Earth Science</i> pp. 484-487</p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p>7a (4b, 4c, 4d)</p> <ul style="list-style-type: none"> <li>• Differentiate between the processes responsible for the movement and storage of carbon.</li> <li>• Differentiate between the processes for the removal, release and fixation of nitrogen.</li> </ul>	<p>Holt <i>Earth Science</i> pp. 36-37</p> <p>Prentice Hall <i>Earth Science California</i> p. 85 p. 110 pp. 136-137</p> <p>Glencoe <i>Earth Science</i></p>	
<p>7b</p> <ul style="list-style-type: none"> <li>• Identify the different physical and chemical forms of carbon in the atmosphere, oceans, biomass and fossil fuels.</li> </ul>	<p>Holt <i>Earth Science</i> p. 37</p> <p>Prentice Hall <i>Earth Science California</i> pp. 85, 110, CA 24</p> <p>Glencoe <i>Earth Science</i></p>	
<p>7c</p> <ul style="list-style-type: none"> <li>• Map the movement of matter among reservoirs, which is driven by the laws of thermodynamics.</li> </ul>	<p>Holt <i>Earth Science</i> p. 34</p> <p>Prentice Hall <i>Earth Science California</i> p. 85 pp.136-137</p>	
<p>7d*</p> <ul style="list-style-type: none"> <li>• Identify the relative residence time and flow characteristics of carbon.</li> </ul>	<p>Prentice Hall <i>Earth Science California</i> p. 85</p> <p>Glencoe <i>Earth Science</i></p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p>9a</p> <ul style="list-style-type: none"> <li>Identify the resources of major economic importance in California and their relation to California geology.</li> </ul>	<p>Holt <i>Earth Science</i> p. 100</p> <p>Prentice Hall <i>Earth Science California</i> pp. CA 2-12</p> <p>Glencoe <i>Earth Science</i></p>	
<p>9c</p> <ul style="list-style-type: none"> <li>Identify the origins of California fresh water.</li> <li>Analyze the limited and growing demand for California water, and the importance of water to society.</li> </ul>	<p>Holt <i>Earth Science</i> p. 549</p> <p>Prentice Hall <i>Earth Science California</i> pp. CA 13-19</p> <p>Glencoe <i>Earth Science</i></p>	
<p>9b</p> <ul style="list-style-type: none"> <li>Differentiate between the geologic basis of natural hazards in different California regions.</li> </ul> <p>9d*</p> <ul style="list-style-type: none"> <li>Interpret published geological hazard maps of California and apply the maps information to identify evidence of geological events of the past and predict geological changes in the future.</li> </ul>	<p>Holt <i>Earth Science</i> pp. 307-308</p> <p>Prentice Hall <i>Earth Science California</i> pp. CA 20-26 pp. CA 27 <i>Mapping Earthquake Hazards</i></p> <p>Glencoe <i>Earth Science</i></p>	

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**Instructional Component 3**

Energy in the Earth System

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
  - a. Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
  - b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
  - c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
  - d. \* Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.
  
5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:
  - a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
  - b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
  - c. Students know the origin and effects of temperature inversions.
  - d. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.
  - e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.
  - f. \* Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.
  - g. \* Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.

6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:
  - a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
  - b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
  - c. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
  - d. \* Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.

#### Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:
  - a. Students know the thermal structure and chemical composition of the atmosphere.
  - b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
  - c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.

#### Investigation and Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
  - a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
  - b. Identify and communicate sources of unavoidable experimental error.

- c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- d. Formulate explanations by using logic and evidence.
- e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f. Distinguish between hypothesis and theory as scientific terms.
- g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- h. Read and interpret topographic and geologic maps.
- i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- j. Recognize the issues of statistical variability and the need for controlled tests.
- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets)

### Instructional Component 3 Oceanography and Atmospheric Science

Analyzed Standards	Instructional Activities and Resources	Connections
<p><b>5d</b></p> <ul style="list-style-type: none"> <li>• Identify the properties of ocean water such as temperature and salinity which explain the layered structure of the oceans.</li> <li>• Utilize density differences of ocean water to explain horizontal and vertical currents.</li> <li>• Identify the properties of ocean water responsible for the geographic distribution of marine organisms.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 493, 498</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 422-427 pp. 448-453 pp. 428-432</p>	
<p style="text-align: center;"><b>8a (1c, 4d)</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the thermal structure and chemical composition of the atmosphere.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 546-549</b> <b>p. 552</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 476-480</p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p style="text-align: center;">8c</p> <ul style="list-style-type: none"> <li>• <b>Diagram the layers of the atmosphere and identify the location of the ozone layer .</b></li>   <li>• <b>Interpret the role of the ozone layer in absorbing ultraviolet radiation and model different ways in which this layer varies both naturally and in response to human activities.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 549</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 478-480</p>	
<p style="text-align: center;">8b (1c, 4c)</p> <ul style="list-style-type: none"> <li>• <b>Explain the evolution of Earth’s atmosphere over geologic time.</b></li>   <li>• <b>Illustrate the effect of outgassing, the variations of carbon dioxide concentration over time, and the origin of atmospheric oxygen.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 689</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 366</p> <p style="text-align: center;"><b>pp. 494-495</b> <b>pp. 602-603</b></p>	
<p><b>4a</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and contrast the relative amount of incoming solar energy compared with Earth’s internal energy and the energy used by society.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 34-35</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 486-487 pp. 102-107</p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p><b>4b</b></p> <ul style="list-style-type: none"> <li>Distinguish between absorption, reflection and photosynthesis as the final outcome of all solar radiation.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 34-35</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b> Ch. 17.2 pp. 486-487</p>	
<p><b>4c</b></p> <ul style="list-style-type: none"> <li>Identify the different atmospheric gases that absorb the Earth's thermal radiation.</li> <li>Evaluate the mechanisms and significance of the greenhouse effect.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 547-549, 558</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b> pp. 486-487 pp. 102-107</p>	
<p><b>4d (8b)</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the differing greenhouse conditions on Earth, Mars and Venus.</li> <li>Explain the origins of those conditions and predict the climatic consequences of each.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 558</b> <b>pp. 696-699</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b> pp. 602-603 pp. 650-653 )</p>	
<p><b>5a</b></p> <ul style="list-style-type: none"> <li>Utilize the laws of thermodynamics to explain the differential heating of earth's surface by electromagnetic radiation resulting in circulation patterns in the atmosphere and oceans that globally distribute the heat.</li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 560-563</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b> pp. 448-453 pp. 532-542 pp. 558 - 563 pp. 588-591</p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p><b>5b</b></p> <ul style="list-style-type: none"> <li>• Interpret the relationship between the rotation of the earth and the circular motions of air and ocean currents.</li> <li>• Understand that air will flow from high to low pressure areas and demonstrate this understanding through interpretation of weather maps.</li> </ul>	<p>Holt <i>Earth Science</i>  <b>pp. 520-521</b>  <b>p. 551</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b>  pp. 535-541  pp. 538-539</p>	
<p><b>5c</b></p> <ul style="list-style-type: none"> <li>• Explain the origin and the effects of temperature inversions.</li> </ul>	<p>Holt <i>Earth Science</i>  <b>p. 554</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b>  pp. 514, 523</p>	
<p><b>5g*</b></p> <ul style="list-style-type: none"> <li>• Explain features of the ENSO (El Nino/La Nina southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.</li> </ul>	<p>Holt <i>Earth Science</i>  <b>p. 635</b></p> <p><b>Prentice Hall <i>Earth Science California</i></b>  pp. 546-547</p>	
<p>6a (<b>5a, 5b</b>)</p> <ul style="list-style-type: none"> <li>• <b>Differentiate between weather and climate caused by transfer of energy into and out of the</b></li> </ul>	<p>Holt <i>Earth Science</i>  <b>pp. 500-520</b>  <b>pp. 631-646</b></p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p><b>atmosphere.</b></p>	<p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 483-487</p>	
<p>6b</p> <ul style="list-style-type: none"> <li><b>Differentiate the effects of latitude, elevation, topography and proximity to large bodies of water and cold or warm ocean currents on climate.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 636-640</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 540-544 pp. 588-599</p>	
<p>5e</p> <ul style="list-style-type: none"> <li>Explain the conditions responsible for the distribution of rain forests and deserts on earth.</li> </ul> <p>5f*</p> <ul style="list-style-type: none"> <li>Analyze the interaction of wind patterns, ocean currents and mountain ranges resulting in the global pattern of latitudinal bands of rain forests and deserts.</li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 632</b> <b>pp. 637-639</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 592-599 pp. 540-544</p>	
<p>6c</p> <ul style="list-style-type: none"> <li><b>Summarize how Earth’s climate has changed over time, in corresponding to changes in Earth’s geography, atmospheric composition and other factor, such as solar radiation and plate movement.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>p. 257</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i> pp. 600-603 <b>pp. 366-367</b></p>	

Analyzed Standards	Instructional Activities and Resources	Connections
<p style="text-align: center;">6d</p> <ul style="list-style-type: none"> <li>• <b>Apply how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.</b></li> </ul>	<p>Holt <i>Earth Science</i> <b>pp. 641-644</b></p> <p><b>Prentice Hall</b> <i>Earth Science California</i></p>	

# Developing Geometric Sense

# U N I T 1

# G E O M E T R Y

**Transitions:** Coordinate Plane. Equations of lines parallel and perpendicular to each other and a given line. Supplementary, complementary, vertical, and adjacent angles. Number patterns and inductive reasoning. Disproving statements using counter examples. Midpoints, angle bisectors, and the bisector of a segment. Construction of the perpendicular bisector of a line segment\*

**Understand  
polygons and  
angles**

12.0, 13.0, 16.0\*

**Understand  
parallel lines cut  
by transversals**

7.0, 16.0\*

**Standards 1.0, 2.0, 3.0**

Using axioms, theorems, definitions and examples

Using inductive and deductive reasoning

Proof by contradiction

Constructing geometric proofs, logical arguments and counterexamples

- Construct the bisector of an angle\*
- Construct an angle congruent to a given angle\*
- Solve problems using angle and side measures for triangles and polygons
- Prove relationships between angles in polygons

- Construct the parallel to a line through a point not on the line\*
- Prove and use properties of parallel lines cut by a transversal
- Construct the perpendicular to a line from a point on the line and from a point not on the line\*

# Triangles, Trigonometry and Quadrilaterals

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**Transitions:** Similarity and congruence of common geometric figures using the coordinate system Use of the Pythagorean Theorem and its converse to find the length of the missing side of a right triangle Ratios and proportions Roots and radicals Simple properties of common quadrilaterals and triangles Construction of congruent triangles\*

Understand triangle congruency and similarity

4.0, 5.0, 6.0, 16.0\*

Understand the properties of quadrilaterals

7.0

Understand the properties of right triangles and trigonometry

14.0, 15.0, 16.0\*, 18.0, 19.0, 20.0

Standards 1.0, 2.0, 3.0

Using axioms, theorems, definitions and examples

Using inductive and deductive reasoning

Proof by contradiction

Constructing geometric proofs, logical arguments and counterexamples

- Prove congruence of triangles
- Apply ratios and proportions to solving problems
- Use the triangle inequality
- Construct the circumcircle of a triangle\*

- Prove and use properties of quadrilaterals
- Categorize shapes based on properties

- Prove the Pythagorean Theorem
- Use the Pythagorean Theorem to find missing sides and distance
- Use special right triangle properties. ( $45^\circ, 45^\circ, 90^\circ$  and  $30^\circ, 60^\circ, 90^\circ$ )
- Know and use trigonometric ratios

# Circles, Area and Volume

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|---|---|--|
| <ul style="list-style-type: none"> <li>• <b>Transitions:</b> Circumference, radius, diameter, and pi</li> <li>Use of coordinate graphs to plot simple figures, determine related lengths and areas, and determine their image under translations and reflections</li> </ul> | <ul style="list-style-type: none"> <li>Area and volume of common geometric figures</li> <li>Ratios and proportions</li> </ul> | <ul style="list-style-type: none"> <li>Use of coordinate graphs to plot simple figures, determine related lengths and areas, and determine their image under translations and reflections</li> <li>Area of common geometric figures using the coordinate system</li> </ul> |
|---|---|--|

**Understand the properties of circles**  
 7.0, 16.0\*, 21.0

**Understand, derive and apply area formulas**  
 8.0, 10.0, 11.0

**Understand volume and surface area**  
 9.0, 11.0

**Standards 1.0, 2.0, 3.0**  
 Using axioms, theorems, definitions and examples  
 Using inductive and deductive reasoning  
 Proof by contradiction  
 Constructing geometric proofs, logical arguments and counterexamples

- Derive and solve problems involving circumference and area
- Prove and solve problems about inscribed angles, chords, secants, tangents, inscribed and circumscribed polygons
- Construct the tangent to a circle from a point on the circle\*
- Construct the tangents to a circle from a point not on the circle\*
- Use construction to locate the center of a circle\*

- Compute area of triangles and quadrilaterals
- Solve problems involving perimeter and area
- Investigate how dimension changes affect perimeter and area

- Solve problems involving surface area
- Solve problems involving volume
- Investigate how dimension changes affect volume and surface area

# Transformations and Coordinate Geometry

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- **Transitions:** Coordinate system Use of coordinate graphs to plot simple figures, determine related lengths and areas, and determine their image under translations and reflections Equations of lines

Understand  
transformations

22.0

C S T

Understand the  
relationships in  
coordinate geometry

17.0

**Standards 1.0, 2.0, 3.0**

Using axioms, theorems, definitions and examples

Using inductive and deductive reasoning

Proof by contradiction

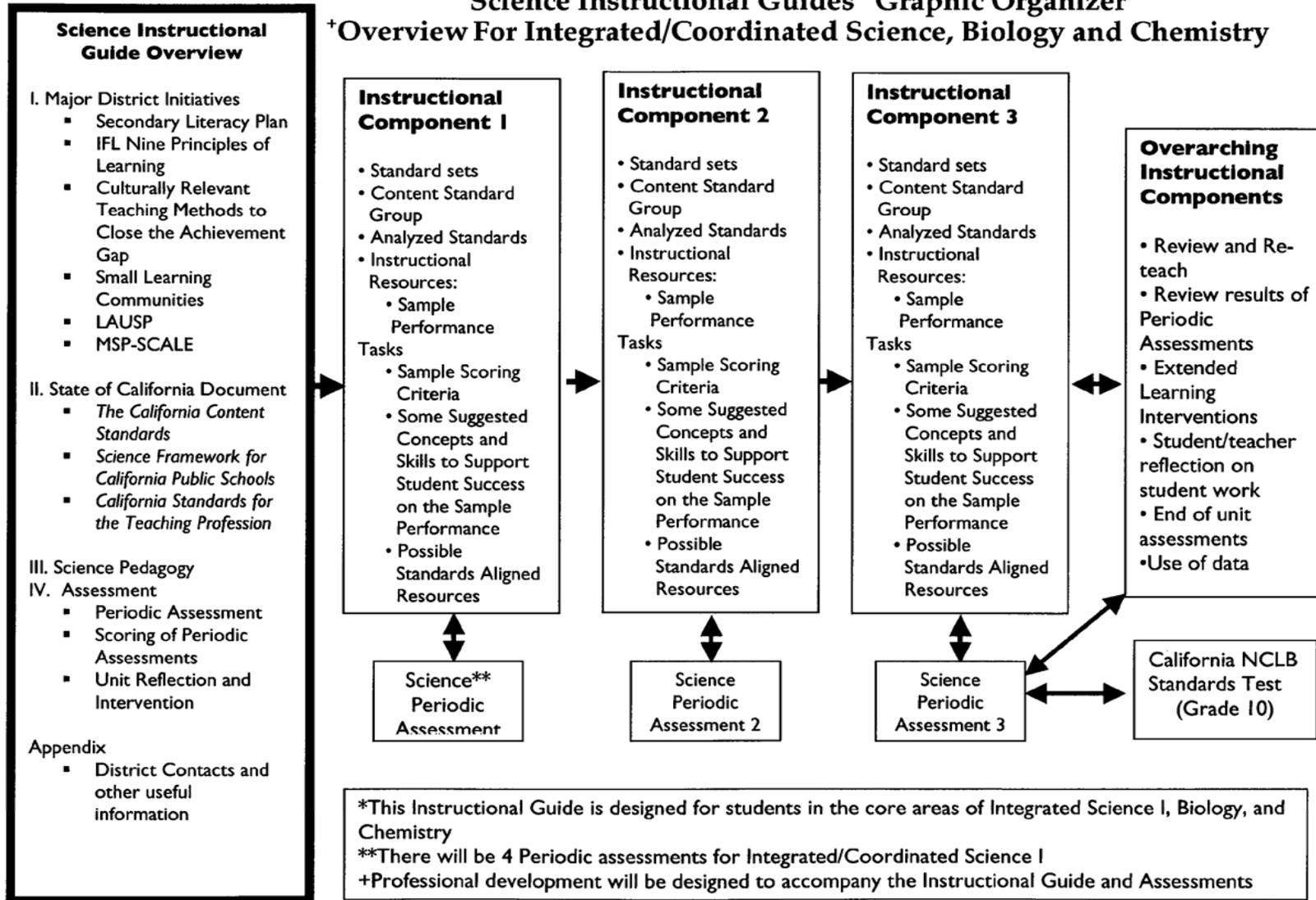
Constructing geometric proofs, logical arguments and counterexamples

- Rotate, translate, reflect, and stretch figures and objects

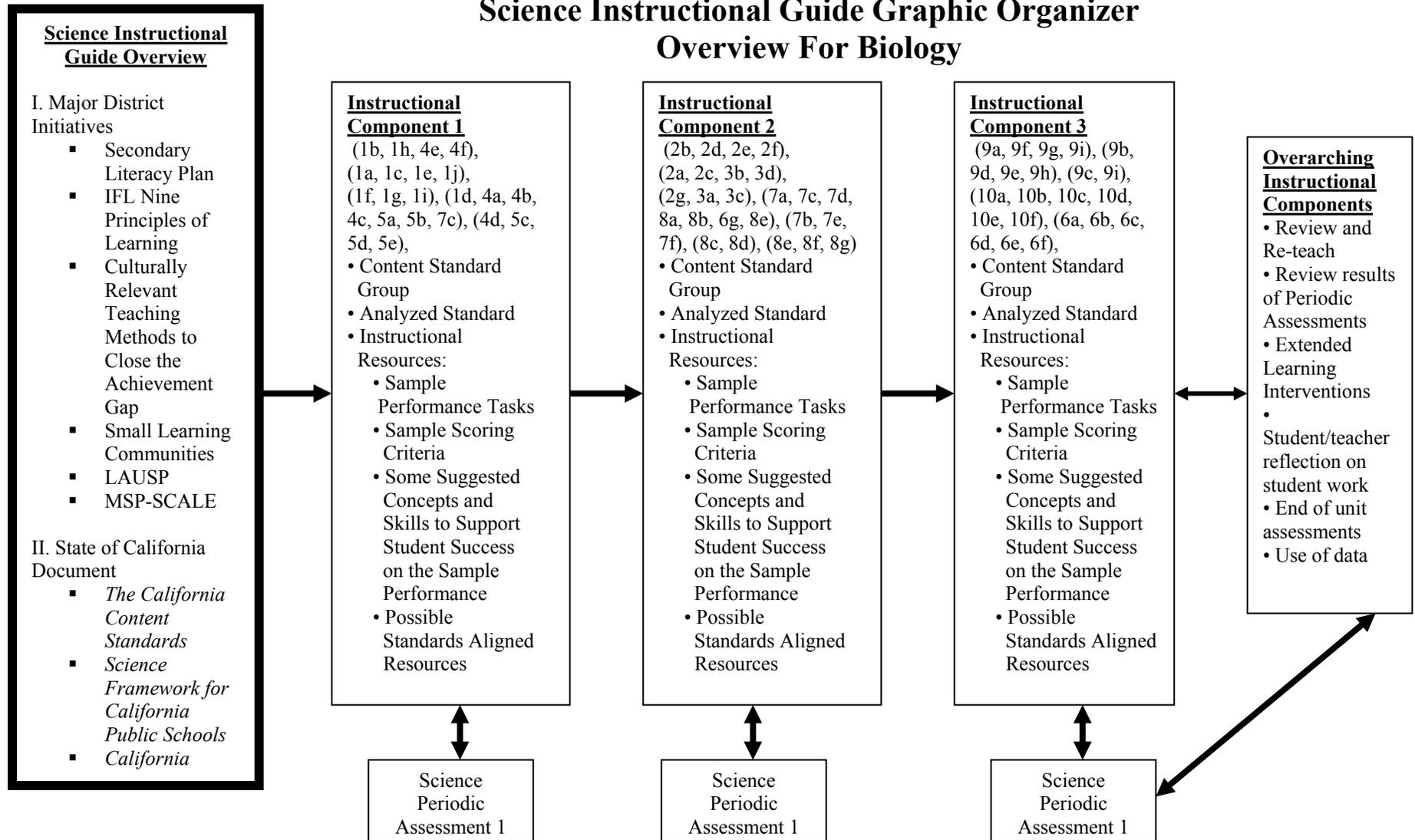
- Prove theorems using elements of coordinate geometry such as:
  - 1) midpoint formula
  - 2) distance formula
  - 3) equations of lines
  - 4) equations of circles

## Science Instructional Guides\* Graphic Organizer

### +Overview For Integrated/Coordinated Science, Biology and Chemistry



## Science Instructional Guide Graphic Organizer Overview For Biology



**NOTE: The *Instructional Guide Matrix* that follows lays out an “instructional pathway” that teachers may use as a guide for teaching the Standards Set for each Instructional Component. Explanations within each box or column of the Legend on this page describe the information that a teacher will find in the boxes and columns of the matrix that follows this Legend.**

## LAUSD - High School Instructional Guide

### Biology Instructional Component 1

#### Standard Group 1 Macromolecules

- 1.b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 1.h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from small collection of simple precursors.
- 4.e. Students know proteins can differ from one another in the number and sequence of amino acids.
- 4.f.\* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

#### Standard Group 2 Cellular Structures

- 1.a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surrounding.
- 1.c. Students know how prokaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- 1.e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
- 1.j.\* Students know how eukaryotic cells are given shape and internal organization by cytoskeleton or cell wall or both.

#### Standard Group 3 Cellular Energy

- 1.f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- 1.g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- 1.i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.

#### Standard Group 4 Central Dogma

- 1.d. Students know the central dogma of molecular biology outline the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- 4.a. Students know the general pathway by which ribosomes synthesize proteins, using tRNA to translate genetic information in mRNA.
- 4.b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- 4.c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in the encoded protein.
- 5.a. Students know the general structures and functions of DNA, RNA, and protein.
- 5.b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.
- 7.c. Students know new mutations are constantly being generated in a gene pool.

#### Standard Group 5 DNA Technology

- 4.d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- 5.c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

- 5.d.\* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
- 5.e.\* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

**LAUSD - High School Instructional Guide  
Biology  
Instructional Component 1 - Matrix**

**Standard Group 1**

- 1.b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 1.h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from small collection of simple precursors.
- 4.e. Students know proteins can differ from one another in the number and sequence of amino acids.
- 4.f.\* Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

**Standard Group I Key Concept – Macromolecules**

Analyzed Standards 1b, 1h, 4e, 4f	Instructional Resources	Connection and Notes
<p>1b</p> <ul style="list-style-type: none"> <li>• Predict how changes in various environmental conditions (e.g., temperature, pH, substrate concentration, and ionic conditions) will affect an enzymatic reaction</li> <li>• Interpret a graph that depicts enzyme mediated vs. non-enzyme mediated reactions</li> </ul> <p>1h</p> <ul style="list-style-type: none"> <li>• Compare and contrast the structure of carbohydrates, lipids, proteins and nucleic acids</li> <li>• Model the synthesis of polymers from monomers</li> </ul> <p>4e</p> <ul style="list-style-type: none"> <li>• Recognize that proteins can differ in number and sequence of amino acids</li> </ul> <p>4f</p> <ul style="list-style-type: none"> <li>• Construct models of polypeptides</li> <li>• Draw and label an amino acid</li> <li>• Explain how the protein structure and function are influenced by R groups</li> </ul>	<p><b>Text Activities</b></p> <p><b>Holt</b> Observing Enzyme Detergents(1b) pp. 46-47 Identifying Organic Compounds in Foods (1h) pp. 131-134</p> <p><b>McDougal Littell</b> Independent and Dependent Variables (1b) p. 49 Enzymatic Activity (1b) p. 57 Testing pH (1b) pp. 58-59</p> <p><b>Prentice Hall</b> 54-55- <u>Investigating the Effect of Enzyme Activity</u></p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- BSCS, 8th ed. Blue Version- Investigation 2C Enzyme Activity</li> <li>- pp. 704-707 (1b)</li> <li>- Holt Biosources Lab Program- Laboratory Techniques C5</li> <li>- Observing the Effects of Concentration on Enzyme Activity (1b)</li> <li>- Prentice Hall- Teacher Demonstration Chapter 4 pp. 3-5 (1b)</li> <li>- Give students toothpicks and polystyrene balls and ask</li> </ul>	<p><b>Connection:</b> While discussing enzymes (1b) students could be introduced to digestive system enzymes (9f).</p> <p><b>Connection:</b> While discussing macromolecules (1h) students could make connections with specific digestive hydrolytic enzymes that produce organic monomers (9f).</p> <p><b>Connection:</b> While conducting experiments on macromolecules (1h) students could identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research (ELA Std 1.4).</p> <p><b>Connection:</b> Word problems can be created using biological concepts that have an independent and a dependent variable.</p> <p><b>Connection:</b> Students design an</p>

Analyzed Standards 1b, 1h, 4e, 4f	Instructional Resources	Connection and Notes
	<p>them to make a three-dimensional model of a simple compound. (1h)</p> <ul style="list-style-type: none"> <li>- Hoagland, Mahlon &amp; Dodson, Bert. (1995) The Way Life</li> <li>- Works Three Rivers Press New York pp. 108-109 (4f)</li> </ul> <p><b>Textbook References</b></p> <p><b>Holt</b>  (1b) 38-42  (1h) 34-37  (4e) 63-64; p.219  (4f) p. 36</p> <p><b>McDougal Littell</b>  (1b) 50-56  (1h) 44-48  (4e) 47-48  (4f) 47-48</p> <p><b>Prentice Hall</b>  (1b) 49-53  (1h) 44-48  (4e) 47-48  (4f) 47-48</p>	<p>experiment that tests the effect of temperature on the time it takes amylase to break down starch (algebra 17.0 and Bio 1b).</p> <p><b>Connection:</b> While investigating the actions of enzymes (1b) students could use probes (I&amp;E 1a) and could analyze their findings by identifying and communicating sources of unavoidable error (I&amp;E 1b) and identify possible reasons of inconsistent results (I&amp;E 1 c).</p>

**LAUSD - High School Instructional Guide  
Biology  
Instructional Component 1 - Matrix**

**Standard Group 2 Cellular Structures**

- 1.a. Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surrounding.  
 1.c. Students know how prokaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.  
 1.e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.  
 1.j.\* Students know how eukaryotic cells are given shape and internal organization by cytoskeleton or cell wall or both.

**Standard Group 2 Key Concept – Cellular Structures**

Analyzed Standards 1a, 1c, 1e, 1j	Instructional Resources	Connection and Notes
<p>1a</p> <ul style="list-style-type: none"> <li>• Use the fluid mosaic model to illustrate and explain the structure and function of the cell membrane</li> <li>• Predict the movement of different types of molecules across semipermeable membranes</li> <li>• Distinguish between active and passive transport along concentration gradients</li> </ul> <p>1c</p> <ul style="list-style-type: none"> <li>• Analyze the structural differences between viruses and cells</li> <li>• Compare and contrast prokaryotic cells and eukaryotic cells</li> </ul> <p>1e</p> <ul style="list-style-type: none"> <li>• Explain the role of ER, Golgi apparatus, and secretory vesicles in protein synthesis and transport</li> <li>• Differentiate between the functions of smooth ER and rough ER</li> </ul> <p>1j</p> <ul style="list-style-type: none"> <li>• Illustrate how the cytoskeleton or cell wall gives shape and internal organization to the eukaryotic cell</li> <li>• Describe the structure and function of microtubules, flagella, and cytoskeleton</li> </ul>	<p><b>Text Activities</b>  <b>Holt</b> Quick Labs A1-A34</p> <ul style="list-style-type: none"> <li>- Surface Area to Volume p. 55-56</li> <li>- Demonstrating Diffusion (1a) pp. 7-8, pp. 76</li> <li>- Quick Lab Manual pp. 13-16 Agar Cubes</li> </ul> <p><b>Prentice Hall</b> Lab Activities            (1a) 189, Endocytosis &amp; Exocytosis            (1c) 194-195, Cell Structures</p> <p><b>McDougal Littell</b> Lab Activities            (1j) 92-93(McDougal) <u>Comparing Cells</u></p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Cheek Cell Lab- <a href="http://www.biologycorner.com">www.biologycorner.com</a></li> <li>- Plant cell lab- <a href="http://www.biologycorner.com">www.biologycorner.com</a></li> <li>- <b>BSCS, 8th ed. Blue Version</b> Investigation 3A Diffusion</li> <li>- Through A Dialysis Tubing (1a)</li> <li>- Holt Biosources Lab Program</li> <li>- Inquiry Skills B3 Diffusion and Cell membranes pp. 9-12 (1a)</li> <li>- Potato Lab  <a href="http://www.eurekacityschools.org/ehs/riggsw/PotatoLab.htm">http://www.eurekacityschools.org/ehs/riggsw/PotatoLab.htm</a></li> </ul>	<p><b>Connection:</b> While discussing the differences between eukaryotes, prokaryotes, and viruses (1c) students could be introduced to concepts related to the immune system (10d).</p> <p><b>Connection:</b> Prokaryotes, such as bacteria exhibit exponential growth whereas eukaryotes, such as animal cells exhibit linear growth (1c). In this section of study, students can calculate the exponential growth and work with exponents in the process (algebra 2.0).</p> <p><b>Connection:</b> While discussing the plasma membrane (1a), students could compute the volumes and surface area (geometry 9.0) and analyze the effects of surface area to volume ratio on cell size (geometry 11.0).</p>

Analyzed Standards 1a, 1c, 1e, 1j	Instructional Resources	Connection and Notes
	<ul style="list-style-type: none"> <li>- Prentice Hall Chapter 5 Laboratory Worksheet pp. 9-12 (1a)</li> <li>- Activities to Go Cell Organelle Project <a href="http://www.accessexcellence.org/AE/ATG/data/released/0628-JohnAusema/">http://www.accessexcellence.org/AE/ATG/data/released/0628-JohnAusema/</a> (1e)</li> <li>- Roland, John Human Biology Activities Kit pg. 30 (1e)</li> <li>- Group students and have them build models of a plasma membrane using material such as polystyrene “peanuts,” yarn, pipe cleaners, and popsicle sticks.(1a)</li> </ul> <p><b>Textbook References</b></p> <p><b>Holt</b> (1a) pp. 60-61; pp. 73-86 (1h) pp. 34-37</p> <p><b>McDougal Littell</b> (1a) 81-87, 89-91,136-137 (1c) 72, 544-545 (1e) 76 (1j) 73-75, 79</p> <p><b>Prentice Hall</b> (1a) 182-188, 189 (1c) 171-173, 471-473, 478-479 (1e) 177-178 (1j) 180-181, 183</p>	

**LAUSD - High School Instructional Guide  
Biology  
Instructional Component 1 - Matrix**

**Standard Group 3 Cellular Energy**

1.f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

1.g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

1.i.\* Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production

**Standard Group 3 Key Concept – Cellular Energy**

Analyzed Standards 1f, 1g, 1i	Instructional Resources	Connection and Notes
<p>1f</p> <ul style="list-style-type: none"> <li>• Explain how the structure of the chloroplast relates to its function</li> <li>• Differentiate between the products and reactants of light reactions and light independent reactions</li> <li>• Trace the reactant molecules as they go through the process of photosynthesis</li> <li>• Observe a plant cell under a microscope and identify chloroplasts</li> <li>• Predict the effect of varying intensities of light on the rate of photosynthesis</li> </ul> <p>1g</p> <ul style="list-style-type: none"> <li>• Explain how the structure of the mitochondrion relates to its function</li> <li>• Identify the products and reactants of cell respiration</li> </ul> <p>1i</p> <ul style="list-style-type: none"> <li>• Explain how membranes are used to create proton gradients that generate ATP synthesis in both chloroplasts and mitochondria</li> </ul>	<p><b>Text Activities</b> <b>Holt Quick Labs A1-A34</b> Lab Manual: Observing Oxygen Production from Photosynthesis pp. 17-19</p> <p><b>Prentice Hall Quick Labs</b> The Photosynthesis Equation, TE. pp. 206</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Elodea Lab <a href="http://www.ncsec.org/cadre2/team22_2/teachers/elodealab.htm">http://www.ncsec.org/cadre2/team22_2/teachers/elodealab.htm</a> (1f)</li> <li>- Elodea Lab Prentice Hall Ch. 6 Laboratory Worksheet pp. 7-10 (1f, g)</li> <li>- Chromatography <a href="http://chemistry.about.com/cs/howtos/ht/paperchroma.htm">http://chemistry.about.com/cs/howtos/ht/paperchroma.htm</a></li> <li>- Chromatography lab can also be found in AP Biology Laboratory Manual</li> <li>- Have students examine live (or preserved) specimens of green, brown, and red algae to observe the difference in pigments (1f)</li> </ul> <p><b>Textbook References</b> <b>Holt</b></p>	<p><b>Connection:</b> When discussing cellular respiration (1g) students could be introduced to the human respiratory system (9a).</p> <p><b>Connection:</b> When discussing photosynthesis and cellular respiration (1f &amp; 1g), students could be introduced to the carbon cycle (6d).</p>

Analyzed Standards 1f, 1g, 1i	Instructional Resources	Connection and Notes
	<p>(1f) pp. 66; pp. 97-103  (1g) p.65; pp. 104-110  (1i) pp. 65-66; pp. 100-103</p> <p><b>McDougal Littell</b>  (1f) 103-105, 108-112  (1g) 113-115, 117-121  (1i) 109-110, 119-121</p> <p><b>Prentice Hall</b>  (1f) 200, 207, 208-214  (1g) 202-203, 220-225 (226-232)  (1i*) 210-211, 228-229</p>	

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**Standard Group 4 Central Dogma**

- 1.d. Students know the central dogma of molecular biology outline the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- 4.a. Students know the general pathway by which ribosomes synthesize proteins, using tRNA to translate genetic information in mRNA.
- 4.b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- 4.c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in the encoded protein.
- 5.a. Students know the general structures and functions of DNA , RNA, and protein.
- 5.b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.
- 7.c. Students know new mutations are constantly being generated in a gene pool.

**Standard Group 4 Key Concept – Central Dogma**

Analyzed Standards 1d, 4a, 4b, 4c, 5a, 5b, 7c	Instructional Resources	Connection and Notes
1d <ul style="list-style-type: none"> <li>• Summarize how proteins are formed by the processes of transcription in the nucleus and translation in the cytoplasm</li> <li>• Recognize the roles of DNA, RNA, and ribosomes in making proteins</li> </ul> 4a <ul style="list-style-type: none"> <li>• Explain the relationship between the structure and function of tRNA, mRNA, and rRNA (ribosomes)</li> <li>• Simulate the processes of transcription and translation with representative models</li> <li>• Distinguish between codons and anticodons</li> </ul> 4b <ul style="list-style-type: none"> <li>• Construct mRNA sequences (including start and stop codons) from a given DNA sequence</li> </ul>	<p><b>Text Activities</b>  <b>Holt Quick Labs A1-A34</b>            Making Models pp. 204-205            Transcription Quick Lab p. 210            Data Lab p. 214            Quick Lab p. 24</p> <p><b>Prentice Hall Labs</b>            Quick Lab, p. 303            Exploration, p. 313</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Monstrous Mutations  <a href="http://www.iit.edu/~smile/cb1298.htm">http://www.iit.edu/~smile/cb1298.htm</a> (4c)</li> <li>- Biosources Holt Quick Lab A7 Making Models pp. 13-14 (5a)</li> <li>- DNA Extraction  <a href="http://biotech.biology.arizona.edu/labs/DNA_extraction_onion_studt.html">http://biotech.biology.arizona.edu/labs/DNA_extraction_onion_studt.html</a> (5a)</li> </ul>	<p><b>Connection:</b> While tracing the discovery of the structure of DNA (5a) students could recognize the cumulative nature of scientific evidence (I&amp;E 1k).</p>

Analyzed Standards 1d, 4a, 4b, 4c, 5a, 5b, 7c	Instructional Resources	Connection and Notes
<ul style="list-style-type: none"> <li>• Predict the primary structure (amino acid sequence) of proteins by using the genetic code table</li> <li>• Differentiate between mRNA processing (introns and exons) in prokaryotes and eukaryotes</li> <li>• Predict the sequence of amino acids in a protein from the genetic information of DNA</li> </ul> <p>4c</p> <ul style="list-style-type: none"> <li>• Define mutation as a change in genetic code and distinguish between different kinds of mutations</li> <li>• Differentiate between the <b>impact</b> of somatic cell mutations and germ cell mutations (cancer vs. genetic anomalies)</li> </ul> <p>5a</p> <ul style="list-style-type: none"> <li>• Sketch and identify the parts of the nucleotide</li> <li>• Distinguish between the nitrogen bases found in nucleotides (A, T, G, C, U)</li> <li>• Explain the rule of complementary base pairing in DNA replication</li> <li>• Compare and contrast the structures and functions of DNA and RNA</li> <li>• Recognize that different proteins have distinct functions</li> <li>• Recognize that proteins required by the cell are produced at different times as needed</li> </ul> <p>5b</p> <ul style="list-style-type: none"> <li>• Apply complementary base pairing rules to explain the replication of DNA</li> <li>• Summarize the steps of semiconservative DNA replication</li> <li>• Construct a model of DNA</li> </ul>	<ul style="list-style-type: none"> <li>- Sickle cell case study <a href="http://www.ctbiobus.org/curriculum/pdfs/mysteryofthecrippledcell_04.pdf">http://www.ctbiobus.org/curriculum/pdfs/mysteryofthecrippledcell_04.pdf</a> (4b)</li> <li>- Have students research one of the people involved in the discovery of the structure and function of DNA: Griffith, Avery, Hershey, Pauling, Chase, Chargaff, Franklin, Wilkins.</li> <li>- Assign students different role and have them role play the process of protein synthesis so they can visualize this abstract process.</li> </ul> <p><b>Textbook References</b></p> <p><b>Holt</b> (1d) p. 8; p. 192 (4a) pp. 200-210; pp. 208-214 (4b) pp. 211-214; pp. 215-218 (4c) pp. 219-220 (5a) pp. 194-197 (5b) pp. 198-200 (7c) pp. 124</p> <p><b>McDougal Littell</b> (1d) 239-242, 243-247 (4a) 243-247 (4b) 243-245 (4c) 252-255 (5a) 226-228, 230-233, 239-240 (5b) 235-238, 240-242</p> <p><b>Prentice Hall</b> (1d) 176, 177, 301, 303-305 (4a) 300-301 (4b) 301-302 (4c) 307-308, 346-347, 351, 355 (5a) 47, 291, 293-294, 300-301, 309 (5b) 297-299 (7c) 307-308</p>	

Analyzed Standards 1d, 4a, 4b, 4c, 5a, 5b, 7c	Instructional Resources	Connection and Notes
<p>7c</p> <ul style="list-style-type: none"> <li>• Explain how additions, deletions and substitutions result in mutations in a gene pool</li> <li>• Analyze conditions that may cause changes in a gene pool</li> <li>• Determine whether mutations are beneficial, neutral or harmful depending on the environmental conditions</li> <li>• Explain why traits cannot be eliminated from a population by selective breeding</li> </ul>		

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**Standard Group 5 DNA Technology**

- 4.d. Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- 5.c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- 5.d.\* Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
- 5.e.\* Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

**Standard Group 5 Key Concept – DNA Technology**

Analyzed Standards 4d, 5c, 5d, 5e	Instructional Resources	Connection and Notes
<p>4d</p> <ul style="list-style-type: none"> <li>• Summarize how proteins are formed by the processes of transcription in the nucleus and translation in the cytoplasm</li> <li>• Recognize the roles of DNA, RNA, and ribosomes in making proteins</li> </ul> <p>5c</p> <ul style="list-style-type: none"> <li>• Model the recombinant DNA process genetic engineering)</li> <li>• Identify practical applications of genetic engineering in agriculture and medicine</li> </ul> <p>5d</p> <ul style="list-style-type: none"> <li>• Explain how restriction enzymes can be used to make recombinant DNA</li> <li>• Compare and analyze DNA fingerprints</li> </ul> <p>5e</p> <ul style="list-style-type: none"> <li>• Summarize the process of DNA transformation or a gene transfer experiment (5e)</li> <li>• Compare selective breeding and the natural process of horizontal DNA</li> </ul>	<p><b>Text Activities</b></p> <p><b>Holt Lab Techniques and Experimental Design</b> Lab Manual pp. 40-43; pp. 246-247 Quick Lab p. 210</p> <p><b>Prentice Hall</b> Inquiry Activity, SE, p. 318 (5c) Design and Experiment, SE, pp. 334-335 (5c) Demonstration, TE, p 324 (5c, 5d) Quick Lab, SE, p 326 (5c, 5d) Lab Manual A &amp; B, Ch 13 Lab (5c, 5e*) Build Science Skills, TE, p 329 (5c, 5e*)</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Cell specialization <a href="http://www.beyondbooks.com/lif71/4h.asp">http://www.beyondbooks.com/lif71/4h.asp</a> (4d)</li> </ul> <p><b>Textbook References</b></p> <p><b>Holt</b> (4d) pp. 216; 217-218 (5c) pp. 233-235; 238-242 (5d) pp. 228-232 (5e*) pp. 229-230</p>	<p><b>Connection:</b> While discussing DNA technology (5c, 5d, 5e) and stem cells(4d) students could investigate a science-based societal issue (I&amp;E m.) and construct and judge the validity of a logical argument and give counter examples to disprove a statement (geometry 3.0).</p> <p><b>Connection:</b> While discussing cell specialization (4d) students could be introduced to stem cells and engage in several ELA lessons.</p> <p><b>Connection:</b> 2.3 Write research reports:</p> <ol style="list-style-type: none"> <li>a. Pose relevant and tightly drawn questions about the topic.</li> <li>b. Convey clear and accurate perspectives on the subject.</li> <li>c. Include evidence compiled through the formal research process (e. card catalog, <i>Reader's Guide to Periodical Literature</i>, a</li> </ol>

Analyzed Standards 4d, 5c, 5d, 5e	Instructional Resources	Connection and Notes
transfer (5e)	<p><b>McDougal Littell</b> (4d) 248-251 (5c) 275-279 (5d) 264-267 (5e*) 276-277</p> <p><b>Prentice Hall</b> (4d) 309 (5c) 322-323, 324-325, 327 (5d) 323, 328-329 (5e*) 327, 331-333</p>	<p>computer catalog, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p> <p><b>Connection:</b> 2.4 Write persuasive compositions:</p> <p>a. State a clear position or perspective in support of a proposition or</p> <p>b. Describe the points in support of the proposition, employing well evidence.</p> <p>c. Anticipate and address reader concerns and counter-arguments.</p>

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**Standard Group 1 Gamete Formation and Fertilization**

- 2.b. Students know only certain cells in a multicellular organism undergo meiosis.
- 2.d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- 2.e. Students know why approximately half of an individual's DNA sequence comes from each parent.
- 2.f. Students know the role of chromosomes in determining an individual's sex.

**Standard Group 2 Meiosis and Mendel's Law**

- 2.a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2.c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- 3.b. Students know the genetic basis for Mendel's Law of segregation and independent assortment.
- 3.d.\* Students know how to use data on frequency of recombination at meiosis to estimate genetic distance between loci and to interpret genetic maps of chromosomes.

**Standard Group 3 Probability of Inheritance**

- 2.g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parent.
- 3.a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
- 3.c.\* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.

**Standard Group 4 Natural Selective**

- 6.g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.
- 7.a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- 7.c. Students know new mutations are constantly being generated in a gene pool.
- 7.d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- 8.a. Students know how natural selection determines the differential survival of groups of organisms.
- 8.b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.

**Standard Group 5 Population Genetics**

- 7.b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- 7.e.\* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
- 7.f.\* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

**Standard Group 6 Mechanisms for Evolution**

- 8.c. Students know the effects of genetic drift on the diversity of organisms in a population.
- 8.d. Students know reproductive or geographic isolation affects speciation.

**Standard Group 7 Evidence for Evolution**

- 8.e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- 8.f.\* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- 8.g.\* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one other.

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**Standard Group 1 Gamete Formation and Fertilization**

- 2.b. Students know only certain cells in a multicellular organism undergo meiosis.
- 2.d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- 2.e. Students know why approximately half of an individual's DNA sequence comes from each parent.
- 2.f. Students know the role of chromosomes in determining an individual's sex

**Standard Group I Key Concept – Gamete Formation & Fertilization**

Analyzed Standards 2b, 2d, 2e, 2f	Instructional Resources	Connection and Notes
<p>2b</p> <ul style="list-style-type: none"> <li>• Identify the cells that undergo meiosis</li> <li>• Differentiate between haploid and diploid cells</li> </ul> <p>2d</p> <ul style="list-style-type: none"> <li>• Explain fertilization results in the formation of a zygote</li> </ul> <p>2e</p> <ul style="list-style-type: none"> <li>• Distinguish between chromosomes, DNA, and genes</li> <li>• Recognize that without meiosis fertilization twice the normal chromosome number.</li> </ul> <p>2f</p> <ul style="list-style-type: none"> <li>• Determine gender based on the combination of sex chromosomes</li> </ul>	<p><b>Text Activities</b> <b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Sockosomes A meiosis, mitosis, fertilization simulation <a href="http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisProtocol.pdf">http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisProtocol.pdf</a> &amp; <a href="http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisTeachPrep.pdf">http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisTeachPrep.pdf</a> (2b, 2d)</li> <li>- Sockosomes A meiosis, mitosis, fertilization simulation <a href="http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisProtocol.pdf">http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisProtocol.pdf</a> &amp; <a href="http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisTeachPrep.pdf">http://serendip.brynmawr.edu/sci_edu/waldron/pdf/MitosisMeiosisTeachPrep.pdf</a> (2b, d)</li> </ul> <p><b>Textbook References</b> <b>Holt</b> (2b) p. 144-149; 120-121; 153 (2d) pp. 146-147 (2e) pp. 144-145; 150; 118-119 (2f) pp. 122</p> <p><b>McDougal Littell</b> (2b) 168-172 (2d) 189-191, 329 (2e) 173-176, 189-190 (2f) 168-171</p>	

<b>Analyzed Standards 2b, 2d, 2e, 2f</b>	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	<b>Prentice Hall</b> (2b) 278 (2d) 264, 265, 268, 272, 275, 276-277 fig. 11-15, 278 (2e) 275, 291 (2f)	

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**Standard Group 2 Meiosis and Mendel's Law**

- 2.a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2.c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- 3.b. Students know the genetic basis for Mendel's Law of segregation and independent assortment.
- 3.d.\* Students know how to use data on frequency of recombination at meiosis to estimate genetic distance between loci and to interpret genetic maps of chromosomes.

**Standard Group 2 Key Concept – Meiosis and Mendel's Law**

Analyzed Standards 2a, 2c, 3b, 3d	Instructional Resources	Connection and Notes
<p>2a</p> <ul style="list-style-type: none"> <li>• Model the process of meiosis</li> <li>• Describe how the process of meiosis can lead to variation through segregation and crossing over</li> </ul> <p>2c</p> <ul style="list-style-type: none"> <li>• Predict the probable combination of alleles in the formation of gametes</li> </ul> <p>3b</p> <ul style="list-style-type: none"> <li>• Distinguish between segregation and independent assortment</li> <li>• Apply the laws of dominance and recessiveness to predict the phenotype given the genotype</li> </ul> <p>3d</p> <ul style="list-style-type: none"> <li>• Estimate genetic loci distances given data on frequency of recombination</li> <li>• Create and interpret a genetic map of a chromosome using recombination frequency data</li> </ul>	<p><i>Text Activities</i> <b>Holt Lab Techniques and Experimental Design</b> Modeling Meiosis (2a) pp. 158-159 Lab Manual pp. 24-27 Quick Lab p. 147 Monohybrid Crosses pp. 186-187 Dominance &amp; Recessiveness pp. 28-31 Lab Manual</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- "Making Aliens" <a href="http://www2.edc.org/weblabs/BabyBoom/BabyBoomInstructions.html">http://www2.edc.org/weblabs/BabyBoom/BabyBoomInstructions.html</a></li> <li>- Face Lab <a href="http://www.lampstras.k12.pa.us/hschool/teachers/pitts/bio/un12/face_lab/face_lab.htm">http://www.lampstras.k12.pa.us/hschool/teachers/pitts/bio/un12/face_lab/face_lab.htm</a> (2c)</li> <li>- Computer animation of meiosis, independent assortment and segregation <a href="http://www.im.pdx.edu/~newman/moviepage.html">http://www.im.pdx.edu/~newman/moviepage.html</a> (2a, 3b)</li> <li>- Modeling monohybrid cross with beads <a href="http://www.troy.k12.ny.us/thsbiology/labs_online/home_labs/monohybrid_lab_home.html">http://www.troy.k12.ny.us/thsbiology/labs_online/home_labs/monohybrid_lab_home.html</a> (2c)</li> </ul>	<p><b>Connection:</b> Consider the implication of I&amp;E and when formulating your response using the laws of dominance and recessiveness in 3b.</p> <p><b>Connection:</b> When learning about distances between genes on a particular chromosome (3d), students can calculate the absolute value (algebra 3.0).</p>

Analyzed Standards 2a, 2c, 3b, 3d	Instructional Resources	Connection and Notes
	<ul style="list-style-type: none"> <li>- Corn Genetics <a href="http://www.carolina.com/biotech/corn_genetics.asp">http://www.carolina.com/biotech/corn_genetics.asp</a> (2c)</li> <li>- Dominance vs Recessiveness <a href="http://www.accessexcellence.org/RC/VL/GG/recessive.html">http://www.accessexcellence.org/RC/VL/GG/recessive.html</a> (3b)</li> <li>- Role playing the process of meiosis (2a)</li> </ul> <p><b>Textbook References</b></p> <p><b>Holt</b> (2a) pp. 152-153; pp. 144-145 (2c) p. 146; pp. 144-145 (3b) p. 146; pp. 169, pp. 170-174</p> <p><b>McDougal Littell</b> (2a) 170-176 (2c) 174, 183-187 (3b) 177-179, 183-187</p> <p><b>Prentice Hall</b> (2a) 275-278 (2c) 265, 268, 271, 272 (3b) 270-272, 279 (3d*) 279-280</p>	

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**Standard Group 3 Probability of Inheritance**

- 2.g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parent.  
 3.a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).  
 3.c.\* Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.

**Standard Group 3 Key Concept – Probability of Inheritance**

Analyzed Standards 2g, 3a, 3c	Instructional Resources	Connection and Notes
<p>2g</p> <ul style="list-style-type: none"> <li>Predict the possible combinations of alleles in the formation of a zygote</li> </ul> <p>3a</p> <ul style="list-style-type: none"> <li>Predict the genotypic and phenotypic ratio using a Punnett Square.</li> <li>Use the laws of dominant, recessive, incomplete dominant, autosomal, and X linked inheritance to predict the outcome of a genetic cross</li> <li>Explain the genetic basis of several human disorders</li> </ul> <p>3c</p> <ul style="list-style-type: none"> <li>Use a pedigree diagram showing phenotypes to predict the probable mode of inheritance</li> </ul>	<p><i>Text Activities</i>  <b>Holt Quick Labs A1-A34</b>          Interpreting Information in a Pedigree          Data Lab p. 172          Data Lab p. 176          Quick Lab ID Dominant or Recessive Traits p. 168</p> <p><i>Supplemental Activities/Resources</i>  <b>Holt Quick</b>  <a href="http://anthro.palomar.edu/blood/ABO_system.htm">http://anthro.palomar.edu/blood/ABO_system.htm</a>  <b>(3a)</b></p> <ul style="list-style-type: none"> <li>- Punnett squares for medical conditions : CF, HD, color blindness  <a href="http://faculty.valencia.cc.fl.us/emason/geneticsworkshee.html">http://faculty.valencia.cc.fl.us/emason/geneticsworkshee.html</a> (3a)</li> <li>- Punnett Squares A model of meiosis lab Prentice Hall Ch. 9 Hands on Activity pp. 61-62 (3a)</li> <li>- Dominance vs. Recessiveness  <a href="http://www.blackwellpublishing.com/ridley/a-z/Dominantrecessive.asp">http://www.blackwellpublishing.com/ridley/a-z/Dominantrecessive.asp</a> (3a)</li> <li>- Case study of Royal Family  <a href="http://www.sciencecases.org/hemo/hemo.asp">http://www.sciencecases.org/hemo/hemo.asp</a> (3c)</li> <li>- Drosophila Lab from AP Biology Manual or Do-it-yourself Drosophila Lab  <a href="http://www.accessexcellence.org/AE/AEPC/WWC/1994/">http://www.accessexcellence.org/AE/AEPC/WWC/1994/</a></li> </ul>	<p><b>Connection:</b> When discussing the use of Punnett Squares (3b) students should recognize the usefulness and limitations of models and theories as scientific representations of reality (I&amp;E 1g).</p>

Analyzed Standards 2g, 3a, 3c	Instructional Resources	Connection and Notes
	<p><a href="#">collect.html</a></p> <p>- Fast Plants—dihybrid cross <a href="http://www.fastplants.org/pdf/genetics/WTF_di.pdf">http://www.fastplants.org/pdf/genetics/WTF_di.pdf</a> (3a)</p> <p><i>Textbook References</i></p> <p><b>Holt</b> (2g) pp. 122-123; pp. 170-171; 176 (3a) pp. 170-174, pp. 177-179; pp. 122-123 (3c*) pp. 175, 176</p> <p><b>McDougal Littell</b> (2g) 183-187 (3a) 183-188 (3c*) 212-218</p> <p><b>Prentice Hall</b> (2g) 267-269 (3a) 267-269 (3c*) 342-343</p>	

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**Standard Group 4 Natural Selective**

- 6.g.\* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.
- 7.a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- 7.c. Students know new mutations are constantly being generated in a gene pool.
- 7.d. Students know variation within a species increases the likelihood that a least some members of a species will survive under changed environmental conditions.
- 8.a. Students know how natural selection determines the differential survival of groups of organisms.
- 8.b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.

**Standard Group 4 Key Concept – Natural Selection**

Analyzed Standards 6g, 7c, 7d, 8a, 8b	Instructional Resources	Connection and Notes
<p>6g</p> <ul style="list-style-type: none"> <li>• Distinguish between genetic adaptation and non-genetic accommodation as related to behavior, structure and metabolism (using print and online resources).</li> </ul> <p>7c</p> <ul style="list-style-type: none"> <li>• Explain how additions, deletions and substitutions result in mutations in a gene pool</li> <li>• Analyze conditions that may cause changes in a gene pool</li> <li>• Determine whether mutations are beneficial, neutral or harmful depending on the environmental conditions</li> <li>• Explain why traits cannot be eliminated from a population by selective breeding</li> </ul> <p>7d</p> <ul style="list-style-type: none"> <li>• Provide examples of how variation within a species promote survival during environmental changes</li> </ul>	<p><i>Text Activities</i> <b>Holt Lab Techniques</b> Observing Natural Selection Affects A Population pp. 56-49 Lab Manual Quick Lab p. 280</p> <p>Modeling Natural Selection pp. 48-51 Lab Manual</p> <p><b>McDougal Littell Biology</b> 10.1 Early Ideas About Evolution, pp. 298-301</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Bird Beak Simulation <a href="http://www.reptiland.com/onlinecourse/session6/chen_bbeak_lesson.pdf">http://www.reptiland.com/onlinecourse/session6/chen_bbeak_lesson.pdf</a> (7d, 8a)</li> <li>- Galapagos finches <a href="http://www.pbs.org/wgbh/evolution/educators/course/session4/elaborate_b.html">http://www.pbs.org/wgbh/evolution/educators/course/session4/elaborate_b.html</a> (7d, 8a)</li> <li>- Heterozygous advantage <a href="http://www.blackwellpublishing.com/ridley/az/Heterozygous_advantage.asp">http://www.blackwellpublishing.com/ridley/az/Heterozygous_advantage.asp</a> (7c)</li> </ul>	<p><b>Connection:</b> When tracing the history of the development of Darwin’s theory of Evolution (8a) students could distinguish between hypothesis and theory (I&amp;E 1f).</p> <p><b>Connections:</b> When discussing the theory of evolution (8a) consider the usefulness and limitations of models and theories as scientific representations of reality (I&amp;E 1g).</p>

Analyzed Standards 6g, 7c, 7d, 8a, 8b	Instructional Resources	Connection and Notes
<p>8a</p> <ul style="list-style-type: none"> <li>Model how natural selection determines differential survival of groups of organisms</li> </ul> <p>8b</p> <ul style="list-style-type: none"> <li>Explain how diversity among species increases the chance of survival during environmental changes</li> </ul>	<ul style="list-style-type: none"> <li>Sickle cell case study <a href="http://www.ctbiobus.org/curriculum/pdfs/mysteryofthecheckedcell_04.pdf">http://www.ctbiobus.org/curriculum/pdfs/mysteryofthecheckedcell_04.pdf</a> (7c, 8a)</li> <li>Horse Evolution <a href="http://www.txtwriter.com/Backgrounders/Evolution/EVpage03.html">http://www.txtwriter.com/Backgrounders/Evolution/EVpage03.html</a> (7d)</li> <li>Pepper Moth (Ketterwell’s Experiment) <a href="http://www3.district125.k12.il.us/faculty/nfischer/Moth/default.htm">http://www3.district125.k12.il.us/faculty/nfischer/Moth/default.htm</a> Or <a href="http://www.echalk.co.uk/Science/Biology/PepperedMoth/PepperedMoth.htm">http://www.echalk.co.uk/Science/Biology/PepperedMoth/PepperedMoth.htm</a></li> <li>“A Step in Speciation” – salamander investigation (Investigation9.3—BSCS)</li> <li>Evolution ideas for lessons <a href="http://www.pbs.org/wgbh/evolution/educators/lessons/index.html">http://www.pbs.org/wgbh/evolution/educators/lessons/index.html</a> (7d, 8a)</li> <li>Design A Creature <a href="http://btc.montana.edu/ceres/html/Designer/Designer.htm">http://btc.montana.edu/ceres/html/Designer/Designer.htm</a> (7d)</li> <li>Cornell Notes- O'Brien, S.J., Wildt, D.E., Bush, M. (1986): “The cheetah in genetic peril,” Scientific American. May 1986 (7d)</li> </ul> <p><b>Textbook References</b></p> <p><b>Holt</b> (7c) pp. 326-327 (7d) pp. 331-332 (8a) pp. 276-280 (8b) pp. 838; 288-290; 263-392 (8e) pp. 283-285 (7a) pp. 276-278; 330-332 (6g*) pp. 362-363</p> <p><b>McDougal Littell</b> (7c) 328-329, 530 (7d) 305-307, 309, 328-329 (8a) 306-309, 315, 331-333</p>	

Analyzed Standards 6g, 7c, 7d, 8a, 8b	Instructional Resources	Connection and Notes
	(8b) 376-378 (8e) 350-351, 366-367, 379, 381-383 (7a) 305-308 (6g*) 298-300, 818-819, 823-826  <b>Prentice Hall</b> (6g*) 379, 380-381 (7a) 379 (7c) 296-301, 406 (7d) 269-70, 407-409 (8a) 395-396, 407-413, 417, 468 (8b) 113-114, 404-413, 417 (8e) 375-379, 400	

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**Standard Group 5 Population Genetics**

7.b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.

7.e.\* Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.

7.f.\* Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

**Standard Group 5 Key Concept – Population Genetics**

Analyzed Standards 7b, 7e, 7f	Instructional Resources	Connection and Notes
<p>7b</p> <ul style="list-style-type: none"> <li>• Predict the survival outcome of individuals when a recessive lethal allele is present in the gene pool</li> <li>• Explain how unexpressed genes can be passed on to offspring by heterozygous carriers and thus maintained in a gene pool</li> </ul> <p>7e</p> <ul style="list-style-type: none"> <li>• Identify the conditions for Hardy-Weinberg equilibrium</li> <li>• Evaluate whether Hardy-Weinberg conditions can exist in a real environment</li> </ul> <p>7f</p> <ul style="list-style-type: none"> <li>• Solve the Hardy-Weinberg equation given phenotypic frequencies of a population</li> </ul>	<p><b>Text Activities</b> <b>Holt Lab Techniques</b> Quick Lab p. 329 Demonstration of the Hardy-Weinberg Principle</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Hardy Weinberg Principle Lab <a href="http://www.ecksk12.org/science/aplabreview/populationgeneticslab.htm">http://www.ecksk12.org/science/aplabreview/populationgeneticslab.htm</a> (7e, f)</li> <li>- Sickle cell case study <a href="http://chroma.gs.washington.edu/outreach/genetics/sickle/">http://chroma.gs.washington.edu/outreach/genetics/sickle/</a> or <a href="http://www.ctbiobus.org/curriculum/pdfs/mysteryofthecrippledcell_04.pdf">http://www.ctbiobus.org/curriculum/pdfs/mysteryofthecrippledcell_04.pdf</a> (7b)</li> </ul> <p><b>Textbook References</b> <b>Holt</b> (7b) p. 180 (7e) pp. 326-329 (7f) p. 327</p> <p><b>McDougal Littell</b> (7b) 200-201, 337 (7e) 340-343 (7f) 340-341</p>	<p><b>Connection:</b> When learning about allele frequencies (7b) students can calculate the effect on a gene pool when lethal genes are introduced (algebra 4.0).</p> <p><b>Connection:</b> When studying the Hardy-Weinberg formula, <math>p^2 + 2pq + q^2 = 1</math>, students can solve multistep problems, including word problems, involving linear equations and linear inequalities (algebra 5.0).</p>

<b>Analyzed Standards</b> 7b, 7e, 7f	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	<b>Prentice Hall</b> (7b) 326-327 (7e) 416 (7f) 416	

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**Standard Group 6 Mechanisms for Evolution**

8.c. Students know the effects of genetic drift on the diversity of organisms in a population.

8.d. Students know reproductive or geographic isolation affects speciation.

**Standard Group 6 Key Concept – Mechanisms for Evolution**

Analyzed Standards 8c, 8d	Instructional Resources	Connection and Notes
<p>8c</p> <ul style="list-style-type: none"> <li>• Identify the factors that lead to genetic drift</li> <li>• Hypothesize how genetic drift affects the diversity of a population of organisms</li> </ul> <p>8d</p> <ul style="list-style-type: none"> <li>• Describe the factors that lead to isolation among members of a species</li> <li>• Analyze how reproductive and geographic isolation affect speciation</li> </ul>	<p><i>Text Activities</i></p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Genetic Drift w/allele cards AP Biology Lab #8 (8c)</li> <li>- Speciation <a href="http://www.evoled.org/lessons/speciation.htm#causes">http://www.evoled.org/lessons/speciation.htm#causes</a> (8d)</li> </ul> <p><i>Textbook References</i></p> <p><b>Holt</b> (8c) 322, 325, 331-332 (8d) 326-330, 331, 332</p> <p><b>McDougal Littell</b> (8c) 336-337 (8d) 344-346</p> <p><b>Prentice Hall</b> (8c) 406 (8d) 409-410</p>	

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**Standard Group 7 Evidence for Evolution**

8.e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

8.f.\* Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.

8.g.\* Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one other.

**Standard Group 7 Key Concept – Evidence for Evolution**

Analyzed Standards 8e, 8f, 8g	Instructional Resources	Connection and Notes
<p>8e</p> <ul style="list-style-type: none"> <li>• Interpret a fossil record to identify periods of diversity, speciation and mass extinction</li> <li>• Infer from a fossil record periods of rapid environmental changes</li> </ul> <p>8f</p> <ul style="list-style-type: none"> <li>• Construct a cladogram based on comparative embryology and DNA or protein sequences</li> </ul> <p>8g</p> <ul style="list-style-type: none"> <li>• Explain how scientists can use molecular clocks and fossil evidence to sequence and date periods of speciation</li> <li>• Create and date a phylogenetic tree based on fossil evidence and molecular clocks</li> </ul>	<p><i>Text Activities</i></p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Analyzing amino acid sequence (Modern Biology)</li> <li>- DNA comparison of Humans to Chimpanzees <a href="http://www.indiana.edu/~ensiweb/lessons/chromcom.html">http://www.indiana.edu/~ensiweb/lessons/chromcom.html</a> (8e)</li> <li>- Cladograms <a href="http://www.indiana.edu/~ensiweb/lessons/mol.prim.html">http://www.indiana.edu/~ensiweb/lessons/mol.prim.html</a> and <a href="http://www.indiana.edu/~ensiweb/lessons/c.bigcla.html">http://www.indiana.edu/~ensiweb/lessons/c.bigcla.html</a> (8f)</li> <li>- “Relating Amino Acid Sequence to Evolutionary Relationships” LAB (Holt Modern Biology)</li> </ul> <p><i>Textbook References</i></p> <p><b>Holt</b> (8e) 302-307 (8f) 342-343 (8g) 302-303</p> <p><b>McDougal Littell</b> (8e) 350-351, 366-367, 379, 381-383 (8f) 524-528</p>	<p><b>Connection:</b> When interpreting fossil evidence (8e) students could analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (I&amp;E 1i).</p>

<b>Analyzed Standards</b> <b>8c, 8f, 8g</b>	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	(8g) 530-532  <b>Prentice Hall</b> (8e) 375-379, 400 (8f) 402-403, 452-453 (8g) 372-375, 462	

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**Standard Group 1 Gas and Nutrient Exchange**

- 9.a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- 9.f.\* Students know the individual functions and sites of secretion of digestive enzyme (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- 9.g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
- 9.i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

**Standard Group 2 Electrochemical Communication and Response**

- 9.b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- 9.d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- 9.e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
- 9.h.\* Students know the cellular and molecular basis of muscle contraction, including the role of actin, myosin,  $Ca^{+2}$ , and ATP

**Standard Group 3 Feedback Mechanism**

- 9.c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- 9.i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

**Standard Group 4 Infection/Immunity**

- 10.a. Students know the role of the skin in providing nonspecific defenses against infection.
- 10.b. Students know the role of antibodies in the body's response to infection.
- 10.c. Students know how vaccination protects an individual from infectious diseases.
- 10.d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
- 10.e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- 10.f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

**Standard Group 5 Ecology**

- 6.a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

- 6.b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- 6.c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- 6.d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- 6.e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- 6.f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

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**Standard Group 1 Gas and Nutrient Exchange**

- 9.a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- 9.f.\* Students know the individual functions and sites of secretion of digestive enzyme (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- 9.g.\* Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
- 9.i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

**Standard Group I Key Concept – Gas and Nutrient Exchange**

<b>Analyzed Standards 9a, 9f, 9g, (9i)</b>	<b>Instructional Resources</b>	<b>Connections and Notes</b>
<p>9.a</p> <ul style="list-style-type: none"> <li>Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.</li> </ul>	<p><i>Text Activities</i></p> <p><b>Holt Science Biology Video Lab Manual TED</b> Demonstrating Lactose Digestion (9f)</p> <p><b>Holt BioSources Quick Data and Math Lab Manual</b> Modeling the Function of Bile (9f)</p> <p><b>Holt Science Biology Video Lab Manual TED</b> Effect of epinephrine on Heart Rate (9i)</p> <p><b>Holt BioSources Quick Data and Math Lab Manual</b> Analyzing Hormone Secretions (9i)</p> <p><b>Prentice Hall Lab Manuals (A and B)</b> A-Measuring Lung Capacity (9a) B-Investigating the Heart (9a) B-Investigating Mechanical and Chemical Digestion (9f) A-Simulating Urinalysis</p> <p><b>McDougal Littell Biology</b> (9a) 28.1 Levels of Organization 852-857</p>	<p><b>Connection:</b> When learning about gas exchange involved in the complementary activities of our organ systems (9a) students can use probes to measure carbon dioxide production (I&amp;E 1a) and then graph related concepts such as exercise and amount of CO<sub>2</sub> produced and calculate from their graph an unknown person's CO<sub>2</sub> rate given the amount of exercise (algebra 6.0).</p>

Analyzed Standards 9a, 9f, 9g, (9i)	Instructional Resources	Connections and Notes
	<p><b><i>Supplemental Activities/Resources</i></b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book (9a) <ul style="list-style-type: none"> <li>• Study Guide pp. 1-2</li> <li>• Power Notes p. 3</li> <li>• Reinforcement p. 4</li> <li>• Pre-AP Activity pp.15-16</li> </ul> </li> <li>- Interactive Reader Ch. 28 (9a)</li> <li>- Spanish Study Guide pp. 283-284 (9a)</li> <li>- Biology Toolkit pp. C6, C19, D3, D9 (9a)</li> <li>- Technology (9a) <ul style="list-style-type: none"> <li>• Power Point Presentation 28.1</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 28.1</li> </ul> </li> <li>- Bromethyl blue/straw-gas exchange  <a href="http://www.bronsmith.ca/everest2000/education/activities/ph4th3altitude.html">http://www.bronsmith.ca/everest2000/education/activities/ph4th3altitude.html</a> (9a)</li> <li>- Heart Transplant—Cornell Lab  <a href="http://www.pbs.org/wgbh/nova/cheart/human.html">http://www.pbs.org/wgbh/nova/cheart/human.html</a> (9a)</li> </ul> <p><b><i>Textbook References</i></b></p> <p><b>Holt</b> (9a) 909-910</p> <p><b>McDougal Littell</b> (9a)910-911, 913, 914-916, 918, 920, 922-924, 926-929, 930-931, 982-984</p> <p><b>Prentice Hall</b> (9a) 824, 858-861, 944-947, 958, 959</p>	

Analyzed Standards 9a, 9f, 9g, (9i)	Instructional Resources	Connections and Notes
<p>9.f</p> <ul style="list-style-type: none"> <li>Students know the individual functions and sites of secretion of digestive enzyme (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.</li> </ul>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>  32.2 “Digestive System” pp. 977-979</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book <ul style="list-style-type: none"> <li>• Study Guide pp. 129-130</li> <li>• Power Notes p. 131</li> <li>• Reinforcement p.132</li> <li>• Pre-AP Activity pp.143-144</li> </ul> </li> <li>- Interactive Reader Ch. 32</li> <li>- Spanish Study Guide pp. 327-328</li> <li>- Biology Toolkit pp. C13, C23, C40</li> <li>- Technology <ul style="list-style-type: none"> <li>• Power Point Presentation 32.2</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 32.2</li> </ul> </li> <li>- Amylase Lab (starch—chewing up crackers, test w/Benedict’s solution for dextrose)  <a href="http://www.nd.edu/~aostafin/CRCO/new_page_1.htm">http://www.nd.edu/~aostafin/CRCO/new_page_1.htm</a> (9f)</li> <li>- Catalase (liver) LAB (AP)  <a href="http://agpa.uakron.edu/k12/lesson_plans/liver_lab.html">http://agpa.uakron.edu/k12/lesson_plans/liver_lab.html</a> (9f)</li> <li>- Modeling human digestion (Modern Biology)—test tubes with egg white and enzymes plus/minus hydrochloric acid, etc. (9f)</li> </ul> <p><b>Textbook References</b>  <b>Holt</b>  (9f) 985</p> <p><b>McDougal Littell</b>  (9f) 977-980</p> <p><b>Prentice Hall</b>  (9f) 970, 978-982</p>	<p><b>Connection:</b> “Activate Prior Knowledge” p. 896, “Connect” p. 896</p>

Analyzed Standards 9a, 9f, 9g, (9i)	Instructional Resources	Connections and Notes
<p>9.g</p> <ul style="list-style-type: none"> <li>Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.</li> </ul>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>  32.4 “Excretory System” pp. 986-991</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book <ul style="list-style-type: none"> <li>• Study Guide pp. 137-138</li> <li>• Power Notes p. 139</li> <li>• Reinforcement p.140</li> </ul> </li> <li>- Interactive Reader Ch. 32</li> <li>- Spanish Study Guide pp. 331-332</li> <li>- Biology Toolkit pp. C8, C13, C19, C20, C23, C38</li> <li>- Technology <ul style="list-style-type: none"> <li>• Power Point Presentation 32.4</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 32.4</li> </ul> </li> <li>- Analyzing kidney filtration (Modern Biology) (9g)</li> <li>- Dialysis Tubing  <a href="http://teachhealthk12.uthscsa.edu/pa/pa10/1004B.htm">http://teachhealthk12.uthscsa.edu/pa/pa10/1004B.htm</a> (9g)</li> </ul> <p><b>Textbook References</b>  <b>Holt</b>  (9g) 988, 993-995</p> <p><b>McDougal Littell</b>  (9g) 984, 987</p> <p><b>Prentice Hall</b>  (9g) 986-988</p>	

Analyzed Standards 9a, 9f, 9g, (9i)	Instructional Resources	Connections and Notes
<p>9.i</p> <ul style="list-style-type: none"> <li>Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.</li> </ul>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            29.6 The Endocrine System and Hormones,” pp. 896-901</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 43-44</li> <li>• Power Notes p. 45</li> <li>• Reinforcement p. 46</li> <li>• Pre-AP Activity pp. 51-52</li> </ul> </li> <li>- Interactive Reader Ch. 29</li> <li>- Spanish Study Guide pp. 299-300</li> <li>- Biology Toolkit pp. C6, C13, C19, C38, C39</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 29.6</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 29.6</li> </ul> </li> <li>- “Reaction Time” Investigation pp. 902-903</li> </ul> <p><b>Textbook Reference</b></p> <p><b>Holt</b>            (9i*) 1031-1033</p> <p><b>McDougal Littell</b>            (9i*) 896-901</p> <p><b>Prentice Hall</b>            (9i*) 996, 997-1002</p>	

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**Standard Group 2 Electrochemical Communication and Response**

- 9.b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- 9.d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- 9.e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
- 9.h.\* Students know the cellular and molecular basis of muscle contraction, including the role of actin, myosin, Ca<sup>2+</sup>, and ATP

**Standard Group 2 Key Concept – Electrochemical Communication and Response**

Analyzed Standards 9b, 9d, 9e, 9h	Instructional Resources	Connections and Notes
<p>9.b</p> <ul style="list-style-type: none"> <li>Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.</li> </ul>	<p><i>Text Activities</i></p> <p><b>McDougal Littell Biology</b> 29.1 "How Organ Systems Communicate" pp. 874-875</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 23-24</li> <li>• Power Notes p. 25</li> <li>• Reinforcement p. 26</li> </ul> </li> <li>- Interactive Reader Ch. 29</li> <li>- Spanish Study Guide pp. 289-290</li> <li>- Biology Toolkit pp. C9, D9</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 29.1</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 29.1</li> </ul> </li> <li>- Ruler drop <a href="http://faculty.washington.edu/chudler/bex/4rt1.pdf">http://faculty.washington.edu/chudler/bex/4rt1.pdf</a> (9b)</li> <li>- Homeostasis/Feedback loops <a href="http://www.biologymad.com/master.html?http://www.biologymad.com/Homeostasis/Homeostasis.htm">http://www.biologymad.com/master.html?http://www.biologymad.com/Homeostasis/Homeostasis.htm</a> (9b)</li> </ul> <p><i>Textbook Reference</i></p>	<p><b>Connection:</b> "Activate Prior Knowledge" p. 874 "Connect" p. 874</p>

Analyzed Standards 9b, 9d, 9e, 9h	Instructional Resources	Connections and Notes
	<p><b>Holt</b> (9b) 1005-1009</p> <p><b>McDougal Littell</b> (9b) 874-875, 879, 885-890, 892-894</p> <p><b>Prentice Hall</b> (9b) 897, 901, 902-903, 904-905, 948, 960, 1004</p>	

Analyzed Standards 9b, 9d, 9e, 9h	Instructional Resources	Connections and Notes
<p>9.d</p> <ul style="list-style-type: none"> <li>Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.</li> </ul>	<p><i>Text Activities</i>  <b>McDougal Littell Biology</b>            29.2 “Neurons” pp. 876-879</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>Unit Resource Book               <ul style="list-style-type: none"> <li>Study Guide pp. 27-28</li> <li>Power Notes p. 29</li> <li>Reinforcement p. 30</li> </ul> </li> <li>Pre-AP Activity pp. 49-50</li> <li>Interactive Reader Ch. 29</li> <li>Spanish Study Guide pp. 291-292</li> <li>Biology Toolkit pp. C8, C17, C36</li> <li>Technology               <ul style="list-style-type: none"> <li>Power Point Presentation 29.2</li> <li>Media Gallery DVD</li> <li>Online Quiz 29.2</li> </ul> </li> <li>Muscle  <a href="http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/M/Muscles.htm">http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/M/Muscles.htm</a> (9d,9h)</li> </ul> <p><i>Textbook Reference</i>  <b>Holt</b>            (9d) 1005-1008</p> <p><b>McDougal Littell</b>            (9d) 874-879</p> <p><b>Prentice Hall</b>            (9d) 892, 897-900</p>	

Analyzed Standards 9b, 9d, 9e, 9h	Instructional Resources	Connections and Notes
<p>9.e</p> <ul style="list-style-type: none"> <li>Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.</li> </ul>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            29.3 “The Senses” pp. 880-883</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 31-32</li> <li>• Power Notes p. 33</li> <li>• Reinforcement p. 34</li> </ul> </li> <li>- Interactive Reader Ch. 29</li> <li>- Spanish Study Guide pp. 293-294</li> <li>- Biology Toolkit pp. C22, C36, C40</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 29.3</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 29.3</li> </ul> </li> <li>- Reflex arc activity Foss Human Brain and Senses Investigation 8: Sending A Message and <a href="http://educ.queensu.ca/~science/main/concept/biol/b06/B06LACW1.htm">http://educ.queensu.ca/~science/main/concept/biol/b06/B06LACW1.htm</a> (9e)</li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>            (9e) 1016</p> <p><b>McDougal Littell</b>            (9e) 877, 881-882, 885, 888-889</p> <p><b>Prentice Hall</b>            (9e) 901-905</p>	

Analyzed Standards 9b, 9d, 9e, 9h	Instructional Resources	Connections and Notes
<p>9.h</p> <ul style="list-style-type: none"> <li>Students know the cellular and molecular basis of muscle contraction, including the role of actin, myosin, CA+2, and ATP.</li> </ul>	<p><i>Text Activities</i>  <b>McDougal Littell Biology</b>  33.2 Muscular System, pp. 1006-1011</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Unit Resource Book <ul style="list-style-type: none"> <li>• Study Guide pp. 155-156</li> <li>• Power Notes p. 157</li> <li>• Reinforcement p. 158</li> <li>• Pre-AP Activity pp. 165-166</li> </ul> </li> <li>- Interactive Reader Ch. 33</li> <li>- Spanish Study Guide pp. 335-336</li> <li>- Biology Toolkit pp. C17, C19, C23, C38, D3, D7</li> <li>- Technology <ul style="list-style-type: none"> <li>• Power Point Presentation 33.2</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 33.2</li> </ul> </li> </ul> <p><i>Textbook Reference</i>  <b>Holt</b>  (9h) 919-920</p> <p><b>McDougal Littell</b>  (9h) 1008-1011</p> <p><b>Prentice Hall</b>  (9h) 926-931</p>	

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**Standard Group 3 Feedback Mechanism**

9.c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

9.i.\* Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

**Standard Set 3 Key Concepts – Feedback Mechanism**

Analyzed Standards 9c, 9i	Instructional Resources	Connection and Notes
<p>9.c.</p> <ul style="list-style-type: none"> <li>Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.</li> </ul> <p>9.i.*</p> <ul style="list-style-type: none"> <li>Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.</li> </ul>	<p><i>Text Activities</i></p> <p><b>McDougal Littell Biology</b> 29.6 The Endocrine System and Hormones,” pp. 896-901</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>Unit Resource Book <ul style="list-style-type: none"> <li>Study Guide pp. 43-44</li> <li>Power Notes p. 45</li> <li>Reinforcement p. 46</li> <li>Pre-AP Activity pp. 51-52</li> </ul> </li> <li>Interactive Reader Ch. 29</li> <li>Spanish Study Guide pp. 299-300</li> <li>Biology Toolkit pp. C6, C13, C19, C38, C39</li> <li>Technology <ul style="list-style-type: none"> <li>Power Point Presentation 29.6</li> <li>Media Gallery DVD</li> <li>Online Quiz 29.6</li> </ul> </li> </ul> <p><i>Textbook Reference</i></p> <p><b>Holt</b> (9c) 1041-1042 (9i*) 1031-1033</p> <p><b>McDougal Littell</b> (9c) 893, 900 (9i*) 896-901</p>	

<b>Analyzed Standards</b> 9c, 9i	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	<b>Prentice Hall</b> (9c) 895-896, 997-1008 (9i*) (634), 981, 997, 999, 1003-1008	

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**Standard Group 4 Infection/Immunity**

- 10.a. Students know the role of the skin in providing nonspecific defenses against infection.
- 10.b. Students know the role of antibodies in the body’s response to infection.
- 10.c. Students know how vaccination protects an individual from infectious diseases.
- 10.d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body’s primary defenses against bacterial and viral infections, and effective treatments of these infections.
- 10.e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- 10.f.\* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

**Standard Group 4 Key Concept – Infection/Immunity**

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
10.a. Students know the role of the skin in providing nonspecific defenses against infection	<p><i>Text Activities</i> <b>McDougal Littell Biology</b> 33.3 The Integumentary System,” pp. 1013-1015</p> <p><b>Prentice Hall</b> Technology &amp; Society, pg. 932 Analyzing Data, pg. 935</p> <p><i>Supplemental Activities/Resources</i> <b>McDougal Littell</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book <ul style="list-style-type: none"> <li>• Study Guide pp. 159-160</li> <li>• Power Notes p. 161</li> <li>• Reinforcement p. 162</li> <li>• Pre-AP Activity pp. 167-168</li> </ul> </li> <li>- Interactive Reader Ch. 33</li> <li>- Spanish Study Guide pp. 337-338</li> <li>- Biology Toolkit pp. C3, C13, C19</li> <li>- Technology <ul style="list-style-type: none"> <li>• Power Point Presentation 33.3</li> <li>• Media Gallery DVD</li> </ul> </li> </ul>	<p><b>Connection:</b> While discussing HIV (10e) students could engage in several ELA lessons including: <i>Organization and Delivery of Oral Communication</i></p> <p>1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p>1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p>

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
	<ul style="list-style-type: none"> <li>• Online Quiz 33.3</li> <li>- The Immune System Unit  <a href="http://www.aai.org/committees/education/defensive.pdf">http://www.aai.org/committees/education/defensive.pdf</a> (10 a, f)</li> </ul> <p><i>Textbook Reference</i></p> <p><b>Holt</b> (10a) 924-925</p> <p><b>McDougal Littell</b> (10a) 945-950, 1013-1015</p> <p><b>Prentice Hall</b> (10a) 933-936</p>	

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
<p>10.b. Students know the role of antibodies in the body's response to infection.</p>	<p><i>Text Activities</i>  <b>McDougal Littell Biology</b>            31.2 The Immune System," pp. 945-949</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 95-96</li> <li>• Power Notes p. 97</li> <li>• Reinforcement p. 98</li> </ul> </li> <li>- Interactive Reader Ch. 31</li> <li>- Spanish Study Guide pp. 315-316</li> <li>- Biology Toolkit pp. C12, C19, C28, D9</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 31.2</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 31.2</li> </ul> </li> <li>- Operation Antibody  <a href="http://school.discovery.com/lessonplans/programs/operationantibody/">http://school.discovery.com/lessonplans/programs/operationantibody/</a> (10b)</li> </ul> <p><i>Textbook Reference</i>  <b>Holt</b>            (10b) 961-962</p> <p><b>McDougal Littell</b>            (10b) 947, 953</p> <p><b>Prentice Hall</b>            (10b) 1038, 1039, 1042</p>	

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
<p>10.c. Students know how vaccination protects an individual from infectious diseases.</p>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            31.4 The Immunity and Technology pp. 955-956</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 103-104</li> <li>• Power Notes p. 105</li> <li>• Reinforcement p. 106</li> </ul> </li> <li>- Interactive Reader Ch. 31</li> <li>- Spanish Study Guide pp. 319-320</li> <li>- Biology Toolkit pp. C30, C40</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 31.4</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 31.4</li> </ul> </li> <li>- Vaccines  <a href="http://school.discovery.com/lessonplans/programs/vaccination/s/">http://school.discovery.com/lessonplans/programs/vaccination/s/</a> (10c)</li> <li>- Write an essay supporting or opposing vaccination for children using articles from internet. Pro  <a href="http://www.fda.gov/oc/opacom/kids/html/vaccines.htm">http://www.fda.gov/oc/opacom/kids/html/vaccines.htm</a> or con  <a href="http://www.geocities.com/Heartland/8148/vac.html#links">http://www.geocities.com/Heartland/8148/vac.html#links</a> (10c)</li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>            (10c) 966-967</p> <p><b>McDougal Littell</b>            (10c) 553-554, 956</p> <p><b>Prentice Hall</b>            (10c) 1041-1042</p>	

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
<p>10.d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.</p>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>  31.1 Pathogens and Human Illness pp. 940-944</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book <ul style="list-style-type: none"> <li>• Study Guide pp. 91-92</li> <li>• Power Notes p. 93</li> <li>• Reinforcement p. 94</li> </ul> </li> <li>- Interactive Reader Ch. 31</li> <li>- Spanish Study Guide pp. 313-314</li> <li>- Biology Toolkit pp. C6, C10, C11, C22, C38</li> <li>- Technology <ul style="list-style-type: none"> <li>• Power Point Presentation 31.1</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 31.1</li> </ul> </li> <li>- Antibiotic/Bacteria lab (treatment)  <a href="http://www.bio.upenn.edu/media/pdf/people/faculty/waldron/waldron.antibiotics.pdf">http://www.bio.upenn.edu/media/pdf/people/faculty/waldron/waldron.antibiotics.pdf</a> (10d)</li> <li>- Viruses and bacteria <a href="http://www.cellsalive.com/phage.htm">http://www.cellsalive.com/phage.htm</a> (10d)</li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>  (10d) 463, 483</p> <p><b>McDougal Littell</b>  (10d) 547-548, 552-554, 558, 564-565, 942-944</p> <p><b>Prentice Hall</b>  (10d) 403, 411, 475, 480-483, 485-486, 488-489, 1031, 1033, 1038</p>	

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
<p>10.e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.</p>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            31.6 Diseases that Weaken the Immune System pp. 960-963</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 111-112</li> <li>• Power Notes p. 113</li> <li>• Reinforcement p. 114</li> </ul> </li> <li>- Pre-AP Activity pp. 119-120</li> <li>- Interactive Reader Ch. 31</li> <li>- Spanish Study Guide pp. 323-324</li> <li>- Biology Toolkit pp. C3, C17, C19, C31</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 31.6</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 31.6</li> </ul> </li> <li>- AIDS simulation activity  <a href="http://www.worldvision.com.au/resources/conference/files/HIV_AIDS_wildfire_game.pdf">http://www.worldvision.com.au/resources/conference/files/HIV_AIDS_wildfire_game.pdf</a> and <a href="http://www-rohan.sdsu.edu/~sepa/HIVAidsLab.htm">http://www-rohan.sdsu.edu/~sepa/HIVAidsLab.htm</a> (10e)</li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>            (10e) 969-970</p> <p><b>McDougal Littell</b>            (10e) 960-963</p> <p><b>Prentice Hall</b>            (10e) 132, 914, 1045-1047, 1048</p>	

Analyzed Standards 10a, 10b, 10c, 10d, 10e, 10f	Instructional Resources	Connections and Notes
<p>10.f.* Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.</p>	<p><i>Text Activities</i>  <b>McDougal Littell Biology</b>            31.5 Over reactions of the Immune System pp. 957-959</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 107-108</li> <li>• Power Notes p. 109</li> <li>• Reinforcement p. 110</li> </ul> </li> <li>- Interactive Reader Ch. 31</li> <li>- Spanish Study Guide pp. 321-322</li> <li>- Biology Toolkit pp. C19, C22</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 31.5</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 31.5</li> </ul> </li> </ul> <p><i>Textbook Reference</i>  <b>Holt</b>            (10f*) 961-966</p> <p><b>McDougal Littell</b>            (10f*) 946, 951-954</p> <p><b>Prentice Hall</b>            (10f*) 952, 955, 1037, 1038</p>	

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**Standard Group 5 Ecology**

- 6.a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- 6.b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- 6.c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- 6.d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- 6.e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- 6.f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid

**Standard Group 5 Key Concept – Ecology**

Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f	Instructional Resources	Connection and Notes
6.a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.	<p><i>Text Activities</i>  <b>McDougal Littell Biology</b>            13.2 Biotic and Abiotic Factors pp. 402-405</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 5-6</li> <li>• Power Notes 7</li> <li>• Reinforcement p. 8</li> </ul> </li> <li>- Interactive Reader Ch. 13</li> <li>- Spanish Study Guide pp. 135-136</li> <li>- Biology Toolkit pp., C38</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 13.2</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 13.2</li> </ul> </li> </ul> <p><i>Textbook Reference</i>  <b>Holt</b>            (6a) 337</p>	<p><b>Connection:</b> When analyzing changes in population (6c) students can graph a linear equation and exponential functions (algebra 6.0 and I&amp;E 1e).</p>

<b>Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f</b>	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	<b>McDougal Littell</b> (6a) 402-404, 846-848  <b>Prentice Hall</b> (6a) 150-156	

Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f	Instructional Resources	Connection and Notes
<p>6.b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            13.2 Ecologists Study Relationships pp. 396-400            14.1 Habitat and Niche pp. 428-430            14.5 Ecological Succession pp. 445-467            16.1 Human Population Growth and Natural Resources pp. 484-487            16.2 Air Quality pp. 488-493            16.3 Water Quality pp. 494-497            16.4 Threats to Biodiversity pp. 498-501</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 5-6, 35-36, 51-52, 95-96, 99-100, 103-104, 107-108</li> <li>• Power Notes 7, 37, 53, 97, 101, 105, 109</li> <li>• Reinforcement p. 8, 38, 54, 98, 102, 106, 110</li> <li>• Pre-AP Activity pp. 117-118, 129-120</li> </ul> </li> <li>- Interactive Reader Ch. 13, 14, 15, 16,</li> <li>- Spanish Study Guide pp. 135-136, 145-146, 153-154, 165-166, 167-168, 169-170, 171-172</li> <li>- Biology Toolkit pp., C 11, C13, C19, C26, C27, C30, C35, C37, C38, C39, C40, D3</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 13.2, 14.1, 14.5, 16.1, 16.2, 16.3, 16.4</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 13.2, 14.1, 14.5, 16.1, 16.2, 16.3, 16.4</li> </ul> </li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>            (6b) 442</p> <p><b>McDougal Littell</b>            (6b) 484-496</p> <p><b>Prentice Hall</b></p>	<p>“Activate Prior Knowledge” p. 896            “Connect” p. 896</p> <p><b>Connection:</b> While studying ecosystems (6b) students could use probes to measure dissolved oxygen or pH (I&amp;E 1a).</p> <p><b>Connection:</b> While learning about human impact on the ecosystem (6b) students could investigate a science-based societal issue such as choice of energy sources and water use (I&amp;E 1m).</p>

<b>Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f</b>	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	(6b) 121, 122, 123	

Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f	Instructional Resources	Connection and Notes
<p>6.c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            14.3 Population Density and Distribution, pp. 436-439            14.4 Population Growth Patterns pp. 440-444  <b>McDougal Littell Biology</b></p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 43-44, 47-48</li> <li>• Power Notes p. 45, 49</li> <li>• Reinforcement p. 46, 50</li> </ul> </li> <li>- Pre-AP Activity, pp. 59-60</li> <li>- Interactive Reader Ch.14</li> <li>- Spanish Study Guide pp. 149-150, 151-152</li> <li>- Biology Toolkit pp. C3, C15, C19, C23</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 14.3, 14.4</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 14.3, 14.4</li> </ul> </li> <li>- Hare and the Lynx (predator/prey dynamics)  <a href="http://people.westminstercollege.edu/departments/science/The_Natural_World/Lesson_Schedule/Assignments/Hare_Lynx.htm">http://people.westminstercollege.edu/departments/science/The_Natural_World/Lesson_Schedule/Assignments/Hare_Lynx.htm</a>                and  <a href="http://www.flinnsci.com/Documents/demoPDFs/Biology/BF10109.pdf">http://www.flinnsci.com/Documents/demoPDFs/Biology/BF10109.pdf</a> (6c)             </li> <li>- Fast plants population  <a href="http://www.fastplants.org/pdf/ecology/populationexplosion.pdf">http://www.fastplants.org/pdf/ecology/populationexplosion.pdf</a>                (6c)             </li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>            (6c) 381-384</p> <p><b>McDougal Littell</b>            (6c) 440-441</p>	<p><b>Connection:</b> Students graph variables in Biology such as number of new species entering an area, births, death for the different zones in the tide pools (algebra 15.0 and Bio 6c).</p>

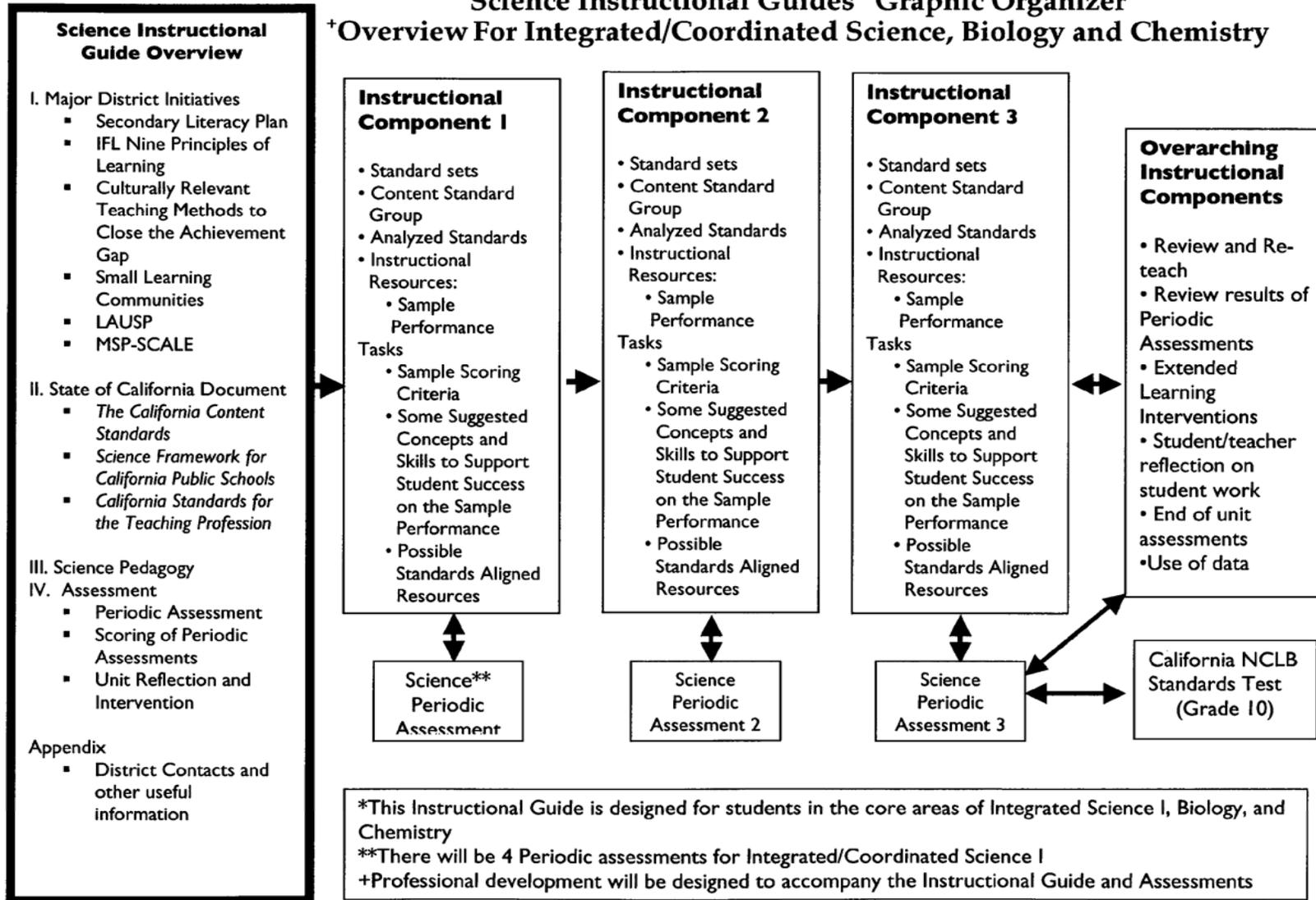
<b>Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f</b>	<b>Instructional Resources</b>	<b>Connection and Notes</b>
	<b>Prentice Hall</b> (6c) 119, 120, 122, 125-126, 130-132	

Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f	Instructional Resources	Connection and Notes
<p>6.d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.</p>	<p><b>Text Activities</b>  <b>McDougal Littell Biology</b>            13.5 Cycling of Matter, pp. 412-416</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 17-18</li> <li>• Power Notes p. 19</li> <li>• Reinforcement p. 20</li> </ul> </li> <li>- Interactive Reader Ch.13</li> <li>- Spanish Study Guide pp. 141-142</li> <li>- Biology Toolkit pp. C8, C13, C19, C23</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 13.5</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 13.5</li> </ul> </li> <li>- Nitrogen, carbon, water cycles  <a href="http://www.arches.uga.edu/~aowen114/teacherpage.htm">http://www.arches.uga.edu/~aowen114/teacherpage.htm</a> (6)</li> <li>- NPK soil test  <a href="http://www.aksience.org/assets/handbook2004/SFnitrogencycle.pdf">http://www.aksience.org/assets/handbook2004/SFnitrogencycle.pdf</a> (6d)</li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>            (6d) 371-374</p> <p><b>McDougal Littell</b>            (6d) 412-416</p> <p><b>Prentice Hall</b>            (6d) 75, 76-77, 78, 905-906</p>	

Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f	Instructional Resources	Connection and Notes
<p>6.e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.</p>	<p><i>Text Activities</i>  <b>McDougal Littell Biology</b>            13.3 Energy in Ecosystems pp. 406-407</p> <p><i>Supplemental Activities/Resources</i></p> <ul style="list-style-type: none"> <li>- Unit Resource Book               <ul style="list-style-type: none"> <li>• Study Guide pp. 9-10</li> <li>• Power Notes p. 11</li> <li>• Reinforcement p. 12</li> </ul> </li> <li>- Interactive Reader Ch.13</li> <li>- Spanish Study Guide pp. 137-138</li> <li>- Biology Toolkit pp. C3</li> <li>- Technology               <ul style="list-style-type: none"> <li>• Power Point Presentation 13.3</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 13.3</li> </ul> </li> <li>- Decomposition Column</li> <li>- <a href="http://www.bottlebiology.org/investigations/decomp_main.html">http://www.bottlebiology.org/investigations/decomp_main.html</a> (6d, e)</li> </ul> <p><i>Textbook Reference</i>  <b>Holt</b>            (6e) 366, 373</p> <p><b>McDougal Littell</b>            (6e) 406, 409-411, 418-419</p> <p><b>Prentice Hall</b>            (6e) 67-71, 69, 70, 477, 519, 538</p>	

Analyzed Standards 6a, 6b, 6c, 6d, 6e, 6f	Instructional Resources	Connection and Notes
<p>6.f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid</p>	<p><b>Text Activities</b>  <b>McDougal Littell</b>  13.4 Food Chains and Food Webs, pp. 408-411  13.6 Pyramid Models, pp. 417-419</p> <p><b>Supplemental Activities/Resources</b></p> <ul style="list-style-type: none"> <li>- Unit Resource Book <ul style="list-style-type: none"> <li>• Study Guide pp. 13-14, 21-22</li> <li>• Power Notes p. 15, 23</li> <li>• Reinforcement p. 16, 24</li> </ul> </li> <li>- Interactive Reader Ch.13</li> <li>- Pre-AP Activity 00-00, 29-30</li> <li>- Spanish Study Guide pp. 139-140, 143-144</li> <li>- Biology Toolkit pp. C22, C38, D6, D9, D10</li> <li>- Technology <ul style="list-style-type: none"> <li>• Power Point Presentation 13.4, 13.6</li> <li>• Media Gallery DVD</li> <li>• Online Quiz 13.4, 16</li> </ul> </li> <li>- Biosources Quick Lab A12 Making a Food Web pp. 23-24 (6f)</li> <li>- Owl pellet Lab  <a href="http://www.edb.utexas.edu/faculty/jackson/owlpellet.html">http://www.edb.utexas.edu/faculty/jackson/owlpellet.html</a> (6f)</li> </ul> <p><b>Textbook Reference</b>  <b>Holt</b>  (6f) 368</p> <p><b>McDougal Littell</b>  (6f) 417-419</p> <p><b>Prentice Hall</b>  (6f) 70, 71, 72-73</p>	<p><b>Connection:</b> When learning about trophic levels (6f), students learn that each level above it is a power of 10 less because 90% of the energy is dissipated as heat. Using that principle, students can take any function and establish if the ecosystem is sustainable or not (algebra 18.0).</p>

## Science Instructional Guides\* Graphic Organizer +Overview For Integrated/Coordinated Science, Biology and Chemistry



**Science Instructional Guide Overview**

- I. Major District Initiatives
  - Secondary Literacy Plan
  - Culturally Relevant Teaching Methods to Close the Achievement Gap
  - Small Learning Communities
  - MSP-SCALE
- II. State of California Document
  - *The California Content Standards*
  - *Science Framework for California Public Schools*
  - *California Standards for the Teaching Profession*
- III. Science Pedagogy
- IV. Assessment
  - Periodic Assessment
  - Scoring of Periodic Assessments
  - Unit Reflection and Intervention
- Appendix
  - District Contacts and other useful information

**Science Instructional Guide Graphic Organizer Overview For Physics**

**Instructional Component 1**

- Standard Sets:  
(1a, 1b, 1c, 1d, 1e), (1j), (1k), (1i), (1f, 1g, 1l, 1m)
- Content Standard Group
  - Analyzed Standard
  - Instructional Resources:
    - Sample Performance Tasks
    - Sample Scoring Criteria
    - Some Suggested Concepts and Skills to Support Student Success on the Sample Performance
  - Possible Standards Aligned Resources

**Instructional Component 2**

- Standard Sets:  
(2d, 2e, 2f, 2g), (2a, 2b, 2c, 2g, 2h), (3a, 3b, 3c, 3g, 5i), (3d, 3e, 3f), (4a, 4b, 4c, 4d, 4e, 4f)
- Content Standard Group
  - Analyzed Standard
  - Instructional Resources:
    - Sample Performance Tasks
    - Sample Scoring Criteria
    - Some Suggested Concepts and Skills to Support Student Success on the Sample Performance
  - Possible Standards Aligned Resources

**Instructional Component 3**

- Standard Sets:  
(1m, 5e, 5j, 5k, 5l, 5m), (5a, 5b, 5c, 5d), (5f, 5g, 5h, 5j, 5n), (5o)
- Content Standard Group
  - Analyzed Standard
  - Instructional Resources:
    - Sample Performance Tasks
    - Sample Scoring Criteria
    - Some Suggested Concepts and Skills to Support Student Success on the Sample Performance
  - Possible Standards Aligned Resources

**Overarching Instructional Components**

- Review and Re-teach
- Review results of Periodic Assessments
- Extended Learning Interventions
- Student/teacher reflection on student work
- End of unit assessments
- Use of data

Science Periodic Assessment 1

Science Periodic Assessment 2

Science Periodic Assessment 3

California NCLB Standards Test

**LAUSD – High School Instructional Guide**  
**Physics**  
**Motion and Forces**

Instructional Component 1	1a; Key Concept: One Dimensional Kinematics
	1b, 1c, 1d, 1h, 1e; Key Concept: Newton's Laws
	1j; Key Concept: Vectors
	1k; Key Concept: Statics
	1i; Key Concept: Trajectory Motion
	1f, 1g; 1l, 1m (gravity only); Key Concept: Circular Motion and Gravity
	Instructional Component 2
	2a, 2b, 2c, 2g, 2h; Key Concept: Conservation of Energy
	3a, 3b, 3c 3g, 5i; Key Concept: Thermal Energy
	3d, 3e, 3f; Key Concept: Entropy
	4a, 4b, 4c, 4d, 4e, 4f; Waves
Instructional Component 3	1m (electrostatic only), 5e, 5j (electric field), 5k, 5l, 5m; Key Concept: Electrostatics
	5a, 5b, 5c, 5d; Key Concept: Circuits and Components
	5f, 5g, 5h, 5j (magnetic field), 5n; Key Concept: Magnetism
	5o; Key Concept: Conservation of Energy

## Standards for Instructional Component 1

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
  - a. Students know how to solve problems that involve constant speed and average speed.
  - b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).
  - c. Students know how to apply the law  $F=ma$  to solve one-dimensional motion problems that involve constant forces (Newton's second law).
  - d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).
  - e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.
  - f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).
  - g. Students know circular motion requires the application of a constant force directed toward the center of the circle.
  - h. \* Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.
  - i. \* Students know how to solve two-dimensional trajectory problems.
  - j. \* Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.
  - k. \* Students know how to solve two-dimensional problems involving balanced forces (statics).
  - l. \* Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form:  $a=v^2/r$ .
  - m. \* Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).

## Investigation and Experimentation (I & E) Standards:

- I. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations. Students will:
  - a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
  - b. Identify and communicate sources of unavoidable experimental error.
  - c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
  - d. Formulate explanations by using logic and evidence.
  - e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
  - f. Distinguish between hypothesis and theory as scientific terms.
  - g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - h. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - i. Recognize the issues of statistical variability and the need for controlled tests.
  - j. Recognize the cumulative nature of scientific evidence.
  - k. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
  - l. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
  - m. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

### Instructional Component 1 Overview

Standards	Suggested Activities	Notes
<b>Kinematics</b>		
1a Students know how to solve problems that involve constant speed and average speed.	Golf ball/ramp Wind-up toy race	$d=vt$ , for constant $v$ ( $v$ =rate, $r$ ) <i>avg. <math>v=\Delta d/\Delta t</math></i>
<b>Newton's Laws</b>		
1b Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).	Sprint Race Spring Scale demo Inclined plane demo Inertia & paper towel roll Inertia & 2 weights tied together demo ESPN Sports: That Mu You Do NOVA: Newton's Dark Secrets NOVA: $E=mc^2$ : Einstein's Big Idea Inventors Series: Galileo	Introduce $\Delta$ Falling objects: Galileo vs. Aristotle $a=\Delta v/\Delta t$ $F=ma$ $v=v_o + at$ $d=d_o + v_o t + \frac{1}{2} at^2$ $F_{21} = -F_{12}$
1c Students know how to apply the law $F=ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law).		
1d Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).		
1h Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.		
1e Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.		
<b>Vectors</b>		
1j Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.	Vector Treasure Hunt	
<b>Statics</b>		
1k Students know how to solve two-dimensional problems involving balanced forces (statics).	Force Table Tow rope/clothesline demo Catapult culminating activity 2 point fixed rope + mass Ring stands, mass & spring scales	
<b>Trajectory Motion</b>		
1i Students know how to solve two-dimensional trajectory problems.	Egg Smash Softball throw with videotape Marble launcher ESPN Sports: Big Air Rules	
<b>Circular Motion &amp; Gravity</b>		
1f Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed.	Ball & string Spring & weight Tetherball	
1g Students know circular motion requires the application of a constant force directed toward the center of the circle.		
1l Students know how to solve problems in circular motion by using the formula for		

centripetal acceleration in the following form: $a=v^2/r$		
1m.Students know how to solve problems involving the forces between two masses at a distance (universal gravitation).		

\*Throughout this instructional guide, recommendations will be made to integrate certain Investigation and Experimentation (I &E) standards with specific content standards and/or analyzed standards. The recommendations are made when there appears to be a natural connection in content between the analyzed standards and the I & E standards. The I & E standards not specifically highlighted for integration with specific analyzed standards should be addressed in related labs or activities assigned to students in the physics course.

\*\*Terms and equations in italics do not appear in the standards, but are considered useful to teaching the concept.

## Instructional Component 1

### Standard Group 1

#### Key Concept – One Dimensional Kinematics

Analyzed Standards 1a	Instructional Activities, Resources, and Performance Tasks	Connections and Notes*
<p>1a</p> <ul style="list-style-type: none"> <li>• Solve problems that involve constant speed and average speed.</li> <li>• Distinguish between constant speed and average speed.</li> </ul>	<p><b>Conceptual Physics:</b> (1a) 2.2-2.3  <b>Glencoe Physics:</b> (1a) 2.4  <b>Holt Physics:</b> (1a) 2-1</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            Making Hypothesis LM 1            CD 1-1            CP Physics 500 LM 2            CP Merrily we go roll along LM 4            CP Conceptual ranger LM 5            CP CD 2-1, 2-2  <b>Glencoe Physics:</b>            Motion Diagram (GP 48)  <b>Holt Physics:</b>            Discovery Lab, Motion ANC ch. 2 opener            Demo, Displacement TE 2-1            Demo's, Acceleration/Constant Acceleration TE 2-2            Quick Lab, Time Interval of Free Fall SE 2-3            Skills Practice Lab, Free-Fall Acceleration SE 2-3</p> <p><b><i>TOPS Mechanical Plane Lab            Inclined Plane</i></b></p>	<p>*Integrate I&amp;E standards 1a, 1b, 1j, 1n</p> <p>Key Equations:  <math>d=vt</math>, for constant <math>v</math> (<math>v</math>=rate, <math>t</math>)  <i>**avg. <math>v=\Delta d/\Delta t</math></i></p> <p>Key Terms:            speed vs. velocity  <i>instantaneous velocity</i>  <i>average velocity</i>            time  <i>vector vs. scalar</i>  <i>distance vs. displacement</i></p> <p>Other kinematic equations are included in Standard Group 2</p>

## Instructional Component 1

### Standard Group 2

#### Key Concept: Newton's Laws

Analyzed Standards 1b, 1c, 1d, 1h, 1e	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1b</p> <ul style="list-style-type: none"> <li>Distinguish between balanced (equilibrium) and unbalanced forces.</li> <li>Explain Newton's first law in terms of balanced forces.</li> </ul> <p>1c</p> <ul style="list-style-type: none"> <li>Use kinematic equations to solve one-dimensional motion problems.</li> <li>Identify the effect of force on acceleration.</li> </ul> <p>1d</p> <ul style="list-style-type: none"> <li>Identify the equal and opposite forces in an interaction (action – reaction pairs)</li> </ul> <p>1h</p> <ul style="list-style-type: none"> <li>Explain the limitations of Newton's Laws for objects moving at speeds close to the speed of light (Einstein's Theory of Special Relativity) and for the subatomic scale (Quantum Mechanics).</li> </ul> <p>1e</p> <ul style="list-style-type: none"> <li>Distinguish between mass and weight</li> <li>Calculate weight at the Earth's surface.</li> </ul>	<p><b>Conceptual Physics:</b> (1b) 2.4-2.5, 4.7; (1c) 5.1, 5.3; (1d) 6.2-6.4; (1h) 16.5; (1e) 12.4-12.5, 13.1, 13.3</p> <p><b>Glencoe Physics:</b> (1b, 1c, 1d) 4.1-4.3; (1e) 7.1-7.2</p> <p><b>Holt Physics:</b> (1b, 1c, 1d, 1h, 1e) 4-1, 4-2, 4-3, 4-4, 7-2</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            Going nuts LM 8            Buckle up LM 9            Getting pushy LM 11            Constant force and changing LM 12            Constant mass changing force LM 13            Balloon rockets LM 16            CD 3-1 to 5-5</p> <p><b>Media:</b>            Mechanical Universe: Newton's Laws            ESPN Sports: That Mu You Do            NOVA: Newton's Dark Secrets            NOVA: <math>E=mc^2</math>: Einstein's Big Idea</p> <p><b>Glencoe Physics:</b>            Forces in Elevator (GP 108)</p> <p><b>Holt Physics:</b>            Discovery Lab: Newton's Laws ANC Ch.4 Opener            Quick Lab SE Force and Changes in Motion 4-1            Skills Practice Lab Force and Acceleration SE 4-3</p>	<p>Integrate I&amp;E standards</p> <p>Introduce <math>\Delta</math>            Falling objects: Galileo vs. Aristotle            Einstein's Special Theory of Relativity</p> <p>Key Equations:  <math>a = \Delta v / \Delta t</math>  <math>F = ma</math>  <math>F = w = mg</math>  <math>g = 9.8 \text{ m/s}^2</math>  <math>v = v_o + at</math>  <math>d = d_o + v_o t + \frac{1}{2} at^2</math>  <math>F_{21} = -F_{12}</math></p> <p>Key Terms:            speed            force            weight vs. mass            acceleration            acceleration due to gravity            inertia  <i>friction</i>  <i>normal force</i></p>

Analyzed Standards 1b, 1c, 1d, 1h, 1e	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
	<p><b>Culminating Activity:</b>  “Make Something That Works” [MSTW.DOC]</p> <p><i>Sprint Race</i>  <i>Spring Scale demo</i>  <i>Inclined plane demo</i>  <i>Inertia &amp; paper towel roll</i>  <i>Inertia &amp; 2 weights tied together demo</i></p> <p><b>Culminating Activity:</b>  <i>Mousetrap car</i>  <i>Wind-up car pulling a trailer</i>  <i>Balloon rockets</i></p>	

## Instructional Component 1

### Standard Group 2 Key Concept – Vectors

Analyzed Standards 1j	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1j</p> <ul style="list-style-type: none"> <li>Resolve two-dimensional vectors into their components.</li> <li>Calculate the magnitude and direction of a vector from its components.</li> </ul>	<p><b>Conceptual Physics:</b> (1j) 13.1-13.3  <b>Glencoe Physics:</b> (1j) 5.1  <b>Holt Physics:</b> (1j) 3-2, 3-3, 3-4</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            Vector Treasure Hunt (treasure hunt.pdf)</p> <p><b>Media:</b>  <span style="color: red;"><b>Physics Demonstrations</b></span>  <u><b>A Sourcebook for Teachers of Physics</b></u>  <span style="color: blue;"><u>Julien Clinton Sprott</u></span></p> <p><b>C3P:</b> <a href="http://phys.udallas.edu/">http://phys.udallas.edu/</a>            (Suggested Workshop)</p> <p><b>Glencoe Physics:</b>            Launch Lab (GP 119)</p> <p><b>Holt Physics:</b>            Discovery Lab, Vector Treasure Hunt ANC Ch. 3            Opener            Demo, Vector Addition TE 3-1</p> <p><i>Media:</i>  <i>Standard Deviants: Physics</i></p>	<p>Integrate I&amp;E standards 1e (trig)</p> <p>Key Equations:  <math>r_x = r \cos\Phi</math>  <math>r_y = r \sin\Phi</math>  <math>r^2 = r_x^2 + r_y^2</math>  <math>\Phi = r_y / r_x</math>            “SOH CAH TOA”</p> <p>Key Terms:            component            magnitude            direction  <i>resultant</i></p>

## Instructional Component 1

Standard Group 3  
Key Concept: Statics

Analyzed Standards 1k	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1k</p> <ul style="list-style-type: none"> <li>Solve two-dimensional statics problems involving balanced forces.</li> </ul>	<p><b><u>Conceptual Physics:</u></b> (1k) 4.8  <b><u>Glencoe Physics:</u></b> (1k) 5.3  <b><u>Holt Physics:</u></b> (1k) 4-1, 4-4</p> <p><b>Labs/Demos:</b>  <b><u>Conceptual Physics:</u></b>            CP Force Table F905.pdf            CP 24-hour towing service LM 10            CP Tug of war LM 18  <b><u>Holt Physics:</u></b>            Discovery Lab, Discovering Newton's Laws ANC            ch. 4 opener            Demo, Inertia TE 4-3            Quick Lab, Inertia SE 4-3</p> <p><i>Tow rope/clothesline demo</i>  <i>Ring stands, mass &amp; spring scales</i></p>	<p>Integrate I &amp; E Standards</p> <p>Introduce <math>\Sigma</math></p> <p>Key Equations:  <math>\Sigma F_y = 0</math>  <math>\Sigma F_x = 0</math></p> <p>Key Terms:            Tension</p>

## Instructional Component 1

### Standard Group 5

#### Key Concept: Trajectory Motion

Analyzed Standards 1i	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1i</p> <ul style="list-style-type: none"> <li>• Recognize the independence of horizontal and vertical motion in two-dimensional trajectory problems.</li> <li>• Solve two-dimensional trajectory problems.</li> </ul>	<p><b><u>Conceptual Physics:</u></b> (1i) 3.4  <b><u>Glencoe Physics:</u></b> (1i) 6.1  <b><u>Holt Physics:</u></b> (1i) 3-3</p> <p><b>Labs/Demos:</b>  <b><u>Conceptual Physics:</u></b>            Bull's eye LM 7  <b><u>Glencoe Physics:</u></b>            On Target (GP 160)  <b><u>Holt Physics:</u></b>            Discovery Lab, Vector Treasure Hunt ANC ch. 3 opener            Demo, Vector Addition TE 3-1            Demo, Air Resistance TE 3-3            Quick Lab, Projectile Motion SE 3-3            Inquiry Lab, Velocity of a Projectile SE 3-3            Invention Lab, The Path of a Human Cannonball ANC 3-3</p> <p><i>Catapult culminating activity</i>  <i>Egg Smash</i>  <i>Softball throw with videotape</i>  <i>Marble launcher</i></p>	<p>Integrate I &amp; E Standards</p> <p>Key Equations:</p> <p>Key Terms:            Trajectory</p>

## Instructional Component 1

### Standard Group 6

#### Key Concept: Circular Motion and Gravity

Analyzed Standards 1f, 1g; 1l, 1m (gravity only)	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1f</p> <ul style="list-style-type: none"> <li>• Explain how a perpendicular force can change the direction but not the speed of an object.</li> </ul> <p>1g</p> <ul style="list-style-type: none"> <li>• Explain the force that causes an object to move in uniform circular motion.</li> <li>• Relate the centripetal force to mass, velocity and radius in uniform circular motion.</li> </ul> <p>1l</p> <ul style="list-style-type: none"> <li>• Solve problems in circular motion by using the formula for centripetal acceleration.</li> </ul> <p>1m (gravity only)</p> <ul style="list-style-type: none"> <li>• Solve problems involving Newton's law of universal gravitation.</li> <li>• Relate the gravitational and the electromagnetic forces to the inverse square relationship.</li> </ul>	<p><b>Conceptual Physics:</b> (1f) 9.1-9.6, 12.2; (1g) 9.3; (1l) 9.3, 9.4; (1m) 12.1-12.6, 32.3??</p> <p><b>Glencoe Physics:</b> (1f, 1g, 1l, 1m) 6.2, 7.1-7.2</p> <p><b>Holt Physics:</b> (1f, 1g, 1l, 1m) 7-1, 7-2</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            Ball &amp; string            Spring &amp; weight            Tetherball  <b>Glencoe Physics:</b>            Modeling the Orbits of Planets and Satellites (GP 186)  <b>Holt Physics:</b>            Discovery Labs, Circular Motion, Torque and Center of Mass ANC Ch. 7 Opener            Quick Lab, Force and Changes in Motion SE 4-1            Demos Friction, (3) General &amp; Advanced TE 2-4            Skills Practice Lab SE 4-3            Demos, Centripetal Acceleration/Force TE 7-2            Quick Lab, Gravitational Field Strength</p>	<p>Integrate I &amp; E Standards 1f</p> <p>Key Equations:  <math>a_c = F_c / m = v^2 / r</math></p> <p>Key Terms:            Perpendicular            Centripetal force            Centrifugal force            Inverse-square Law</p>

**LAUSD – High School Instructional Guide**  
**Physics**  
**Instructional Component 2**

**Standards for Instructional Component 2**

2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:
  - a. *Students know* how to calculate kinetic energy by using the formula  $E = (1/2)mv^2$ .
  - b. *Students know* how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) =  $mgh$  ( $h$  is the change in the elevation).
  - c. *Students know* how to solve problems involving conservation of energy in simple systems, such as falling objects.
  - d. *Students know* how to calculate momentum as the product  $mv$ .
  - e. *Students know* momentum is a separately conserved quantity different from energy.
  - f. *Students know* an unbalanced force on an object produces a change in its momentum.
  - g. *Students know* how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.
  - h. \* *Students know* how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.
3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:
  - a. *Students know* heat flow and work are two forms of energy transfer between systems.
  - b. *Students know* that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.
  - c. *Students know* the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.
  - d. *Students know* that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
  - e. *Students know* that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.
  - f. \* *Students know* the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).
  - g. \* *Students know* how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.
4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:
  - a. *Students know* waves carry energy from one place to another.

- b. *Students know* how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).
  - c. *Students know* how to solve problems involving wavelength, frequency, and wave speed.
  - d. *Students know* sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
  - e. *Students know* radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately  $3 \times 10^8$  m/s (186,000 miles/second).
  - f. *Students know* how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler Effect, and polarization.
5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept::
- i. *Students know* plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.

### **Investigation and Experimentation (I & E) Standards:**

I. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- b. Identify and communicate sources of unavoidable experimental error.
- c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- d. Formulate explanations by using logic and evidence.
- e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f. Distinguish between hypothesis and theory as scientific terms.
- g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).

- j. Recognize the issues of statistical variability and the need for controlled tests.
- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings.  
Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

## Instructional Component 2 Overview

Standards	Suggested Activities	Notes
<b>Momentum and Impulse</b>		
2d. <i>Students know</i> how to calculate momentum as the product $mv$ .	Egg drop/catch	$p=mv$
2e. <i>Students know</i> momentum is a separately conserved quantity different from energy.	Water rockets	impulse= $F\Delta t=\Delta(mv)$
2f. Students know an unbalanced force on an object produces a change in its momentum.	Water balloon toss	Impulse
2g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.	Newton's cradle	Momentum Elastic Collision Inelastic Collision Conservation of momentum
<b>Conservation of Energy</b>		
2a. <i>Students know</i> how to calculate kinetic energy by using the formula $E = \frac{1}{2}mv^2$	Mousetrap cars	$KE = \frac{1}{2}mv^2$
2b. <i>Students know</i> how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = $mgh$ ( $h$ is the change in the elevation).	Marble tracks	$W = Fd$
2c. <i>Students know</i> how to solve problems involving conservation of energy in simple systems, such as falling objects.	Roller coaster	$PE = mgh = W$ (gravitational)
2g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.	Pendulum/nose	$v = \sqrt{2gh}$
2h*. Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy such as capacitors and springs.	Standard 2h:(electric charge in a capacitor) is addressed in Instructional Component 3	$E_{total} = KE + PE$ $\Delta KE + \Delta PE = 0$ $F = -kx$ $PE_{spring} = \frac{1}{2}kx^2$ Kinetic and Potential Energy Work Conservation of Energy Spring Constant
<b>Thermal Energy</b>		
3a. Students know heat flow and work are two forms of energy transfer between systems.	Calorimeter	$Q = mC\Delta T$
3b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (First Law of Thermodynamics) and that this is an example of the Law of Conservation of Energy.	Specific heat of metals	$\Delta U = Q - W$
3c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.	Heating curve of water	$W = Q_H - Q_L$
3g* Students know how to solve problems involving heat flow, work, and efficiency in a heat engine, and know that all real engines lose some heat to their surroundings.	Internal Combustion Engine	$E = \frac{3}{2}kT$
5i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.	Refrigerator	$Q_H/T_H = Q_L/T_L$
	Superheated steam	$eff(\%) = 100 \times W/Q_H$ $= 100 \times (T_H - T_L)/T_H$
	Thermo-powered fan	Heat vs temperature
	Media:	Latent heat of fusion & vaporization
	Ring of Truth: Change	Specific heat
	<i>Kelvin/ Celsius scale is addressed in (Chemistry 4d,4e)</i>	Heat of combustion( $Q_H$ )
		Laws of Thermodynamics
		Carnot Engine
		<i>States of Matter(solid, liquid, gas, plasma)</i>

<b>Entropy</b>		
3d. Students know that most processes tend to decrease until thermal equilibrium regardless of the transfer mechanism the order of a system over time and that energy levels are eventually distributed uniformly.	Food coloring in different temperatures of water.	$\Delta S=Q/T$
3e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.	Convection demonstration (rheoscopic fluid/food coloring)	Entropy
3f.* Students know the statement "Entropy tends to increase" is a law of the statistical probability that governs all closed systems (second law of thermodynamics).	Deck of cards Dye and water Student bedroom(clean -> messy)	Radiation, Conduction, Convection 2 <sup>nd</sup> Law of Thermodynamics Order & Disorder <i>Absolute zero</i>
<b>Waves</b>		
4a. Student know waves carry energy from one place to another.	Rope, slinky, pendulum, human wave,	$v=f\lambda$
4b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).	Wave machine	Frequency
4c. Students know how to solve problems involving wavelength, frequency and wave speed.	Torsional Wave Generator	<i>Period</i>
4d. Students know that sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.	Doppler balls (spin around for effect)	Transverse wave
4e. Students know radio waves, light and x-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately $3 \times 10^8$ m/s (186,000 miles/second).	Computer LCDs are polarized! 3D glasses	Longitudinal wave
4f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.	Invisible beaker in Wesson oil	Sound wave
	Wine glass resonance	Compression
	Resonance tube/straw flute/singing tube	Rarefaction
	Standing flame wave	Wavelength
	Computer tone generator (interference and beats)	Wavespeed
	Diffraction grating	Propagation
	Doppler Effect and red/blue shifts	Hertz ( $s^{-1}$ )
		Index of Refraction
		Speed of light
		Constructive interference
		Destructive interference
		Node/null
		Maxima/Antinodes
		Standing wave
		Diffraction
		Beats
		Refraction
		Doppler Effect
		Polarization
		<i>Reflection</i>
		<i>Red shift</i>
		<i>Blue shift</i>

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**Instructional Component 2 - Matrix**

**Standard Group 1**

**Key Concept – Momentum and Impulse**

Analyzed Standards 2d, 2e, 2f, 2g	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>2d</p> <ul style="list-style-type: none"> <li>Calculate momentum.</li> </ul> <p>2e</p> <ul style="list-style-type: none"> <li>Explain the law of conservation of momentum.</li> </ul> <p>2f</p> <ul style="list-style-type: none"> <li>Relate the change in momentum to an impulse.</li> <li>An unbalanced force provides a change in velocity and hence momentum.</li> </ul> <p>2g</p> <ul style="list-style-type: none"> <li>Explain that momentum is always conserved in collisions.</li> <li>Differentiate between elastic and inelastic collisions.</li> <li>Explain that for inelastic collisions, kinetic energy is transformed to other forms of energy (heat).</li> </ul>	<p><b>Conceptual Physics:</b> (2d) 7.1-7.2; (2e) 7.4; (2f) 7.2; (2g) 7.5</p> <p><b>Glencoe Physics:</b> (2d, 2e, 2f) 9.1-9.2; (2g) 9.1-9.2, 11.2</p> <p><b>Holt Physics:</b> (2d, 2e, 2f, 2g) 6-1, 6-2, 6-3</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            Egg drop/catch            Water rockets            Water balloon toss            Newton’s cradle            LM 20 Tailgated by a Dart            CD 7-1</p> <p><b>Glencoe Physics:</b>            Sticky Collision (GP 246)</p> <p><b>Holt Physics:</b>            Demo, Impulse TE 6-1            Inquiry Lab, Conservation of Momentum SE 6-2            Quick Lab, Elastic and Inelastic Collisions SE -3            Demo, Inelastic Collisions TE 6-3</p>	<p>Integrate I&amp;E standards</p> <p>Key Equations:  <math>p=mv</math>            impulse=<math>F\Delta t=\Delta(mv)</math></p> <p>Key Terms:            Impulse            Momentum            Elastic Collision            Inelastic Collision            Conservation of momentum</p>

## Standard Group 2

### Key Concept – Conservation of Energy

Analyzed Standards 2a, 2b, 2c, 2g, 2h	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>2a</p> <ul style="list-style-type: none"> <li>Solve problems involving kinetic energy and work.</li> <li>Relate work to kinetic energy</li> </ul> <p>2b</p> <ul style="list-style-type: none"> <li>Calculate changes in gravitational potential energy near Earth's surface.</li> <li>Relate work to potential energy</li> </ul> <p>2c</p> <ul style="list-style-type: none"> <li>Explain the law of conservation of energy.</li> <li>Describe total energy of a system.</li> <li>Solve problems involving conservation of energy in simple systems.</li> </ul> <p>2g</p> <ul style="list-style-type: none"> <li>Explain that momentum is always conserved in collisions.</li> <li>Differentiate between elastic and inelastic collisions.</li> <li>Explain that for inelastic collisions, kinetic energy is transformed to other forms of energy (heat).</li> </ul> <p>2h</p> <ul style="list-style-type: none"> <li>Solve problems converting potential energy to</li> </ul>	<p><b>Conceptual Physics:</b> (2a) 8.1-8.6; (2b) 8.1-8.4; (2c) 8.5-8.7; (2g) 7.5, (2h) 8.7, 18.3  <b>Glencoe Physics:</b> (2a, 2b, 2c, 2g, 2h) 10.1-10.2; 11.1-11.2  <b>Holt Physics:</b> (2a, 2b, 2c, 2g, 2h) 5-2, 5-3, 6-3</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            LM 21 Making the Grade            LM 24 Conserving Energy            LM 27 On a Roll            CD 8-1 to 8-3            Mousetrap cars            Marble tracks            Roller coaster            Pendulum/nose  <b>Glencoe Physics:</b>            Stair Climbing (GP 274)            Conservation of Energy (GP 302)  <b>Holt Physics:</b>            Discovery Lab, Exploring Work &amp; Energy ANC Ch. 5 opener            Demos, Work/Quantifying Work TE 5-1            Demo, Potential Energy TE 5-2            Quick Lab, Mechanical Energy SE 5-3            Demo, Physics in Your Face [Bowling Ball Pendulum/Students' nose]            Skills Practice Lab, Conservation of Mechanical Energy SE ANC 5-3</p>	<p>Integrate I&amp;E standards</p> <p>Standard 2h:(electric charge in a capacitor) is addressed in Instructional Component 3</p> <p>Key Equations:  <math>KE = \frac{1}{2}mv^2</math>  <math>W = Fd</math>  <math>PE = mgh = W</math> (gravitational)  <math>v = \sqrt{2gh}</math>            Conservation of Energy:  <math>KE = \frac{1}{2}mv^2 = \frac{1}{2}m(2gh) = mgh</math>  <math>E_{total} = KE + PE</math>  <math>\Delta KE + \Delta PE = 0</math>  <math>F = kx</math>  <math>PE_{spring} = \frac{1}{2}kx^2</math></p> <p>Key Terms:            Energy            Scalar            Joules            Kinetic Energy            Potential Energy            Work            Conservation of Energy            Spring Constant</p>

Analyzed Standards 2a, 2b, 2c, 2g, 2h	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
kinetic energy and vice versa. • Solve problems using Hooke's Law for springs.	Demos, Mechanical Energy/Conservation of Energy TE 5-3 Demos, A Vibrating Spring/An Oscillating Pendulum/Hooke's Law TE 11-1 Quick Lab, Energy of a Pendulum SE 11-1	

### Standard Group 3

#### Key Concept – Thermal Energy

Analyzed Standards 3a, 3b, 3c 3g, 5i	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3a</p> <ul style="list-style-type: none"> <li>Relate heat transfer (energy flow) to either a change in temperature or to work.</li> <li>Explain why temperature remains constant during phase changes (boiling and freezing).</li> <li>Explain difference between temperature and heat.</li> <li>Solve calorimetry problems relating mass, specific heat, and a change in temperature.</li> <li>Recognize high heat capacity of water.</li> </ul> <p>3b</p> <ul style="list-style-type: none"> <li>Explain that the total energy of an isolated system is the sum of the kinetic, potential and thermal energies.</li> <li>Relate the first law of thermodynamics to the law of conservation of energy.</li> <li>Ideal gasses are used to exemplify the application of conservation of energy to heat transfers.</li> </ul> <p>3c</p> <ul style="list-style-type: none"> <li>Relate the internal energy of objects to the random motion of atoms and molecules.</li> <li>Explain that the pressure of a gas results from gas molecules striking the containing surfaces.</li> <li>Relate internal energy of an ideal gas to temperature.</li> </ul>	<p><b>Conceptual Physics:</b> (3a) 8.1, 8.9; (3b) 24.1-24.2; (3c) 17.9, 21.1; (3g) 8.8; (5i) 17.9</p> <p><b>Glencoe Physics:</b> (3a, 3b, 3c, 3g) 12.1-12.2; (5i) 13.1</p> <p><b>Holt Physics:</b> (3a, 3b, 3c, 3g, 5i) 9-1, 9-2, 10-1, 10-2, 10-3</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            Calorimeter            Specific heat of metals            Heating curve of water            Internal Combustion Engine            Refrigerator            Superheated steam            Thermo-powered fan</p> <p><b>Glencoe Physics:</b>            Heating and Cooling (GP 332)            Evaporative Cooling (GP 364)</p> <p><b>Holt Physics:</b>            Demo, Work from Heat TE 10-1            Quick Lab, Entropy and Probability SE 10-</p> <p><b>Media:</b>  <b>Ring of Truth: Change</b></p>	<p>Integrate I&amp;E standards</p> <p>Key Equations:  <math>Q = mC\Delta T</math>  <math>\Delta U = Q - W</math>  <math>W = Q_H - Q_L</math>  <math>E = 3/2 kT</math>  <math>Q_H/T_H = Q_L/T_L</math>  <math>eff(\%) = 100 \times W/Q_H</math>  <math>= 100 \times (T_H - T_L)/T_H</math></p> <p>Key Terms:            Heat vs temperature            Heat transfer            Heat flow            Thermal energy            Latent heat of vaporization  <i>Latent heat of fusion</i>            Specific heat            Heat of combustion(<math>Q_H</math>)            Thermodynamics            1<sup>st</sup> Law of Thermodynamics            2<sup>nd</sup> Law of Thermodynamics            Carnot Engine  <i>Kelvin/ Celsius scale(Chemistry 4d,4e)</i>            Efficiency  <i>States of Matter(solid, liquid, gas)</i>            Plasma</p>

Analyzed Standards 3a, 3b, 3c 3g, 5i	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3g</p> <ul style="list-style-type: none"> <li>• Explain that, in a heat engine, part of the input heat energy is converted into useful work, but the remaining heat is exhausted to the environment.</li> <li>• Solve heat engine efficiency problems.</li> </ul> <p>5i</p> <ul style="list-style-type: none"> <li>• Describe plasma as the fourth and most common state of matter with free electrons and ions as a good electrical conductor. Plasmas generally exist at high temperatures to keep the constituent atoms dissociated.</li> </ul>		

## Standard Group 4

### Key Concept – Entropy

Analyzed Standards 3d, 3e, 3f	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3d</p> <ul style="list-style-type: none"> <li>Recognize that heat flows from hot to cold (conduction, convection or radiation).</li> </ul> <p>3e</p> <ul style="list-style-type: none"> <li>Explain that entropy is a measure of the disorder of a system.</li> </ul> <p>3f</p> <ul style="list-style-type: none"> <li>Explain that in any real process, some energy cannot be recovered for useful work because it has added to the disorder of the universe (usually as heat).</li> </ul>	<p><b>Conceptual Physics:</b> (3d) 24.6-24.7; (3e) 24.6-24.7; (3f) 24.4-25.5  <b>Glencoe Physics:</b> (3d, 3e, 3f) 12.1-12.2  <b>Holt Physics:</b> (3d, 3e, 3f) 3-3</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            LM 63 The Uncommon Cold            Convection demonstration (rheoscopic fluid/food coloring)            Deck of cards            Student bedroom(clean -&gt; messy)  <b>Holt Physics:</b>            End of class entropy reduction lab (cleanup)</p> <p><i>Food coloring in different temperatures of water.</i>  <i>Convection demonstration(rheoscopic fluid/food coloring)</i>  <i>Deck of cards</i>  <i>Dye and water</i></p>	<p>Integrate I&amp;E standards            Key Equations:  <math>\Delta S=Q/T</math></p> <p>Key Terms:            Entropy            Radiation            Conduction            Convection            2<sup>nd</sup> Law of Thermodynamics            Order            Disorder  <i>Absolute zero</i></p>

## Standard Group 5

### Key Concept – Waves

Analyzed Standards 4a, 4b, 4c, 4d, 4e, 4f	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>4a</p> <ul style="list-style-type: none"> <li>Explain how waves can carry energy without any net movement of matter</li> </ul> <p>4b</p> <ul style="list-style-type: none"> <li>Compare and contrast longitudinal and transverse waves in mechanical media.</li> </ul> <p>4c</p> <ul style="list-style-type: none"> <li>Explain the inverse relationship between wavelength and frequency for a given wave speed.</li> <li>Solve problems involving wavelength, frequency and wave speed.</li> </ul> <p>4d</p> <ul style="list-style-type: none"> <li>Explain that sound is a longitudinal wave consisting of regions of compression and rarefaction in a medium.</li> <li>Relate the density and elastic properties of the medium to the speed of sound.</li> </ul> <p>4e</p> <ul style="list-style-type: none"> <li>Identify parts of the electromagnetic spectrum by wavelength and frequency.</li> <li>Recall speed of light is <math>3 \times 10^8</math> m/s in a vacuum and is slower for propagation in matter.</li> <li>Calculate index of refraction for a given</li> </ul>	<p><b>Conceptual Physics:</b> (4a) 22.3-22.5, 25.3; (4b) 25.5-25.6; (4c) 25.2-25.4; (4d) 26.1-26.4; (4e) 22.3, 25.3, 27.2-27.3; (4f) 25.7-25.1</p> <p><b>Glencoe Physics:</b> (4a, 4b, 4c, 4d, 4f) 14.2-14.3, 15.1-15.2, 16.2, 17.1, 18.1, 19.1-19.2</p> <p><b>Holt Physics:</b> (4a, 4b, 4c, 4d, 4e, 4f) 11-3, 11-4, 21-1, 13-1, 13-4, 14-1, 14-3, 15-1, 15-2</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            LM 64 Tick-Tock            LM 65 Grand Father Clock            LM 66 Catch a Wave            LM 69 Match One            LM 72 Shades            CD 25-1, 25-3, 26-1, 27-1 27-2, 29-1 to 29-4            human wave, Wave machine            Computer LCDs are polarized!            3D glasses            Invisible beaker in Wesson oil            Wine glass resonance            Resonance tube/straw flute/singing tube            Standing flame wave            Computer tone generator (interference and beats)            Diffraction grating            Doppler Effect and red/blue shifts</p> <p><b>Glencoe Physics:</b></p>	<p>Integrate I&amp;E standards</p> <p>Key Equations:  <math>v = f\lambda</math></p> <p>Key Terms:            Frequency  <i>Period</i>            Transverse wave            Longitudinal wave            Sound wave            Compression            Rarefaction            Wavelength            Wavespeed            Propagation            Hertz (<math>s^{-1}</math>)            Index of Refraction            Speed of light            Constructive interference            Destructive interference            Node/null            Maxima/Antinodes            Standing wave            Diffraction            Beats            Refraction            Doppler Effect            Polarization  <i>Reflection</i></p>

Analyzed Standards 4a, 4b, 4c, 4d, 4e, 4f	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>material. 4f</p> <ul style="list-style-type: none"> <li>• Explain that wave energy incident on a boundary can be reflected, transmitted or absorbed.</li> <li>• Explain constructive and destructive interference (beats) between waves based on the principle of superposition.</li> <li>• Explain that diffraction is the bending of waves around an obstacle</li> <li>• Relate the ratio of object size to wavelength to the sharpness of the wave shadow.</li> <li>• Explain that refraction is a change in direction in a wave when passing from one medium to another.</li> <li>• Explain that the Doppler Effect is a change in frequency resulting from relative motion between source and receiver of waves.</li> <li>• Explain polarization for transverse waves (light).</li> </ul>	<p>Launch Lab (GP 403) Speed of Sound (GP 420) Polarization of Light (GP 448) Double-Slit Interference (GP 532)</p> <p><b>Holt Physics:</b> Demo, Period and Frequency TE 11-2 Inquiry Lab, Simple Harmonic Motion of a Pendulum SE 11-2 Lab, J. L's Determination of "g" With a Pendulum Lab [jl_Little g Lab.doc] Demo's, Wave Motion/Transverse Waves/Longitudinal Waves/ Amplitude, Wavelength, and Wave Speed TE 11-3 Demo's, Wave Superposition, Waves Passing Each Other/Wave Reflection/Standing Waves</p> <p><b>Rope, slinky, pendulum, human wave, Wave machine</b> <b>Torsional Wave Generator</b> <b>Doppler balls (spin around for effect)</b></p>	<p><i>Red shift</i> <i>Blue shift</i></p>

**LAUSD – High School Instructional Guide**  
**Physics**  
**Instructional Component 3**

**Standards for Instructional Component 3**

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
  - m.\* Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).
5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:
  - a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
  - b. Students know how to solve problems involving Ohm's law.
  - c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula  $\text{Power} = IR$  (potential difference)  $\times I$  (current) =  $I^2R$ .
  - d. Students know the properties of transistors and the role of transistors in electric circuits.
  - e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
  - f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
  - g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
  - h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
  - i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
  - j. \* Students know electric and magnetic fields contain energy and act as vector force fields.
  - k. \* Students know the force on a charged particle in an electric field is  $qE$ , where  $E$  is the electric field at the position of the particle and  $q$  is the charge of the particle.
  - l. \* Students know how to calculate the electric field resulting from a point charge.
  - m. \* Students know static electric fields have as their source some arrangement of electric charges.
  - n. \* Students know the magnitude of the force on a moving particle (with charge  $q$ ) in a magnetic field is  $qvB \sin(a)$ , where  $a$  is the angle between  $v$  and  $B$  ( $v$  and  $B$  are the magnitudes of vectors  $v$  and  $B$ , respectively), and students use the right-hand rule to find the direction of this force.

o\* Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.

### **Investigation and Experimentation (I & E) Standards:**

I. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations. Students will:

- a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- b. Identify and communicate sources of unavoidable experimental error.
- c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- d. Formulate explanations by using logic and evidence.
- e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f. Distinguish between hypothesis and theory as scientific terms.
- g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- j. Recognize the issues of statistical variability and the need for controlled tests.
- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

### Instructional Component 3 Overview

Standards	Suggested Activities	Notes
<b>Electrostatics</b>		
1m.* <i>Students know</i> how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).	Charging balloons/rulers/etc. then picking up pieces of paper Fluorescent tube Van de Graff generator Electroscope Scotch Tape experiment Lightning Video	$F=kq_1q_2/r^2$ $F=qE$ $E=kq_1/r^2$  Electric field Electric field lines Field strength Point charge Coulombs
5e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.		
5j*. Students know electric and magnetic fields contain energy and act as vector force fields.		
5k*. Students know the force on a charged particle in an electric field is $qE$ , where $E$ is the electric field at the position of the particle and $q$ is the charge of the particle.		
5l*. Students know how to calculate the electric field resulting from a point charge.		
5m*. Students know static electric fields have as their source some arrangement of electric charges.		
<b>Circuits and Components</b>		
5a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.	FOSS Kit: Electricity Water hose/pipe analogy Simple circuit design and testing Resistor testing Foil and Saran wrap capacitor Leyden Jar Build buzzer game	$I=q/t$ $V_{ab}=V_a-V_b = W_{ba}/q=PE_a/q-PE_b/q$ $V=IR$ $C=q/V$ $P=IV$ Electric Current (AC, DC) Electric Circuit Components <i>Series/ Parallel</i>
5b. Students know how to solve problems involving Ohm's law.		
5c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula $\text{Power} = IR(\text{potential difference}) \times I (\text{current}) = I^2R$ .		
5d. Students know the properties of transistors and the role of transistors in electric circuits.		
<b>Magnetism</b>		
5f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.	Magnetic field line demonstrations Building an electric motor Build an electromagnet Tesla video Electronic Storage Media(Hard drives/videotape/etc.) Slow Magnet (magnet in copper tube)	$F=qvB\sin(\theta)$ Magnetic field(B) Tesla Right Hand Rule Lenz's Law Magnetic Field Lines North Pole South Pole Magnetic Domain Induced Current
5g Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.		
5h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.		
5j*. Students know electric and magnetic fields contain energy and act as vector force fields.		
5n*. Students know the magnitude of the force on a moving particle (with charge $q$ ) in a magnetic field $qvB \sin a$ , where $a$ is the angle between $v$ and $B$ . ( $v$ and $B$ are the magnitudes of the vectors $v$ and $B$ , respectively), and students use the right-hand rule to find the direction of this force.		
<b>Conservation of Energy</b>		
5o*. Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.	Neverdie Flashlight Hydroelectric Generator	$\Delta KE = \Delta PE = qV_{ab}$ $PE = \frac{1}{2}CV^2$   $Q = CV$

LAUSD – High School Instructional Guide

Physics  
Instructional Component 3 - Matrix

Standard Group 1

Key Concept – Electrostatics

Analyzed Standards 1m (electrostatics only), 5e, 5j (electric field), 5k, 5l, 5m	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1m (electrostatics only)</p> <ul style="list-style-type: none"> <li>Solve problems involving Coulomb’s law</li> <li>Relate the gravitational and the electromagnetic forces to the inverse square relationship.</li> </ul> <p>5e</p> <ul style="list-style-type: none"> <li>Solve problems involving Coulomb’s law. (See standard 1m.)</li> <li>Relate the charge of a particle to its electric field and to its response to external electric fields.</li> </ul> <p>5j (electric field)</p> <ul style="list-style-type: none"> <li>Describe the nature of both electric and magnetic fields.</li> <li>Calculate the potential energy of an electric field <math>PE=kq_1q_2/r</math>.</li> </ul> <p>5k</p> <ul style="list-style-type: none"> <li>Calculate the force on a charged particle in an electric field as <math>F=qE</math>.</li> </ul>	<p><b>Conceptual Physics:</b> (1m) 12.5, 32.3; (5e) 32.1-32.2, 33.1-33.2; (5j) 33.1-33.7, 36.1-36.9, 37.1-37.8; (5k) 32.1-32.7; (5l) 32.1-32.7; (5m) 32.1-32.7; 33.1-33.7</p> <p><b>Glencoe Physics:</b> (1m, 5e, 5j, 5k, 5l, 5m) 20.1-20.2, 21.1-21.2</p> <p><b>Holt Physics:</b> (1m, 5e, 5j, 5k, 5l, 5m) 16-2, 16-3</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>                      LM 86 Static Cling                      LM Sparky the Electrician                      LM 88 Brown Out (use 1F capacitor)                      CD 32-1, 32-2, 33-1, 33-2                      Charging balloons/rulers/etc. then picking up pieces of paper                      Fluorescent tube                      Van de Graff generator                      Electroscope                      Scotch Tape experiment                      Lightning Video</p> <p><b>Glencoe Physics:</b>                      Charged Particles (GP 554)</p>	<p>Integrate I&amp;E standards</p> <p>Key Equations:  <math>F=kq_1q_2/r^2</math>  <math>F=qE</math>  <math>E=kq_1/r^2</math></p> <p>Key Terms:                      Electric field                      Electric field lines                      Field strength                      Point charge                      Coulombs</p>

Analyzed Standards 1m (electrostatics only), 5e, 5j (electric field), 5k, 5l, 5m	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>5l</p> <ul style="list-style-type: none"> <li>Calculate the electric field by dividing Coulomb's Law by a test charge <math>q_2</math> to get <math>E=kq_1/r^2</math>. The direction of the field is away from a positive (+) charge and toward a negative (-) charge.</li> </ul> <p>5m</p> <ul style="list-style-type: none"> <li>Create a drawing of the electric field lines for configurations of one or two charges.</li> </ul>	<p><b><u>Holt Physics:</u></b>  Discovery Lab, Charges and Electrostatics ANC ch. 16 opener  Demos, Effects of Charge/Jumping  Spices/Polarization TE 16-1  Quick Lab, Polarization SE 16-1  Skills Practice Lab SE 16-1  Demo, Electric Force TE 16-2  Demo, Electric Field Strength/Charge Accumulation TE 16-3  Invention Lab, Levitating Toys ANC 16-3</p>	

## Standard Group 2

### Key Concept – Circuits and Components

Analyzed Standards 5a, 5b, 5c, 5d	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>5a</p> <ul style="list-style-type: none"> <li>Relate the flow of charge in a closed circuit to the difference in electric potential (voltage) between two points.</li> <li>Relate electric potential to potential energy and work.</li> </ul> <p>5b</p> <ul style="list-style-type: none"> <li>Relate resistance to current and voltage.</li> <li>Solve problems using Ohm's law.</li> <li>Explain the storage of charge on parallel plate capacitors.</li> </ul> <p>5c</p> <ul style="list-style-type: none"> <li>Calculate power in a circuit.</li> <li>Relate dissipation of energy as heat to electrical resistance.</li> </ul> <p>5d</p> <ul style="list-style-type: none"> <li>Explain that transistors amplify a current and have contributed to miniaturization by replacing vacuum tubes.</li> </ul>	<p><b>Conceptual Physics:</b> (5a) 33.5-33.6, 34.2-34.4; (5b) 34.5-34.7; (5c) 34.4-34.5; (5d) none</p> <p><b>Glencoe Physics:</b> (5a, 5b, 5c, 5d) 22.1-22.2, 23.1-23.2</p> <p><b>Holt Physics:</b> (5a, 5b, 5c, 5d) 17-3, 17-4, 18-1, 18-2</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            LM 89 Ohm Sweet Ohm            CD 34-1, 34-2, 35-1, 35-2            Water hose/pipe analogy            Simple circuit design and testing            Resistor testing            Foil and Saran wrap capacitor            Leyden Jar            Build buzzer game</p> <p><b>Glencoe Physics:</b>            Ohm's Law (GP 606)</p> <p><b>Holt Physics:</b>            Discovery Lab, Exploring Circuit Elements ANC ch. 18 opener            Quick Lab, Simple Circuits SE 18-1            Demos, Resistors in Series/Parallel TE 18-2            Inquiry Lab, Resistors in Series and Parallel ANC 18-2            Invention Lab, Designing a Dimmer Switch ANC 18-3            Demos, Capacitor Discharge TE 17-2            Quick Lab, A Lemon Battery SE 17-3</p>	<p>Integrate I&amp;E standards: 1a(Use of a multimeter), 1d, 1g(problems with water hose analogy)</p> <p>Key Equations:  <math>I=q/t</math>  <math>V_{ab}=V_a-V_b = W_{ba}/q=PE_a/q-</math>  <math>PE_b/q</math>  <math>V=IR</math>  <math>C=q/V</math>  <math>P=IV</math>  <math>R_{total}=R_1+R_2+\dots</math> (series)**  <math>1/R_{total}=1/R_1+1/R_2+\dots</math> (parallel)**  <math>1/C_{total}=1/C_1+1/C_2+\dots</math> (series)**  <math>C_{total}=C_1+C_2+\dots</math> (parallel)**</p> <p>Key Terms:            Electric Current            Direct Current            Alternating Current            Electric Circuit            Electric Potential            Conventional Current            Voltage            Electric Power            Resistance            Capacitance</p>

Analyzed Standards 5a, 5b, 5c, 5d	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
	<p>Skills Practice Lab, Current and Resistance SE 17-3  Demos, Drift Speed/Non-Ohmic  Resistance/Resistance Factors TE 17-3  Quick Lab, Energy Use in Appliances SE 17-4  Demo, Potential Difference as a Source of Current TE 17-4  Invention Lab, Battery-Operated Heater ANC 17-4</p> <p><i>FOSS Kit: Electricity</i>  <i>Ohm's Law – Bottle with squirt cap.</i>  <i>Ohm's Law – Water hose/pipe analogy</i>  <i>Ohm's Law – Straws in series/parallel – Blow through them</i>  <i>Vinegar Battery</i>  <i>Potato/Lemon Clock</i></p> <p><b>Culminating activities:</b>  Build buzzer game</p>	<p>Insulator  Dielectric  Ohm's Law  Capacitor  Resistor  Transistor  Semiconductor  Watts  Volts  Amps  Farads  Ohms  <i>Series</i>  <i>Parallel</i>  <i>Switch</i></p>

### Standard Group 3

#### Key Concept – Magnetism

Analyzed Standards 5f, 5g, 5h, 5j (magnetic fields), 5n	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>5f</p> <ul style="list-style-type: none"> <li>Explain that moving electric charges produce magnetic fields.</li> </ul> <p>5g</p> <ul style="list-style-type: none"> <li>Apply the right hand rule to find the direction of a magnetic field produced by a current carrying wire.</li> <li>Compare and contrast the magnetic field produced by a straight wire with that from a coil.</li> </ul> <p>5h</p> <ul style="list-style-type: none"> <li>Apply Lenz’s law that the direction of induced current is always such that it opposes the changing magnetic field that caused it.</li> </ul> <p>5j</p> <ul style="list-style-type: none"> <li>Describe the nature of both electric and magnetic fields.</li> </ul> <p>5n</p> <ul style="list-style-type: none"> <li>Calculate the magnitude of the magnetic force on a moving particle of charge <math>q</math> and determine its direction using the right-hand rule.</li> </ul>	<p><b>Conceptual Physics:</b> (5f) 36.2-36.5; (5g) 36.6-36.7; (5h) 37.1-37.8; (5j) 36.1-36.9; (5n) 33.1-33.6</p> <p><b>Glencoe Physics:</b> (5f, 5g, 5h, 5j, 5n) 21.1; 24.1-24.2, 25.1-25.2</p> <p><b>Holt Physics:</b> (5f, 5g, 5h, 5j, 5n) 16-2, 16-3, 19-1, 19-2, 19-3, 20-1, 20-2</p> <p><b>Labs/Demos:</b>  <b>Conceptual Physics:</b>            LM 93 Magnetic Field            LM 94 You’re Repulsive            CD 36-1, 37-1            Magnetic field line demonstrations            Building an electric motor            Build an electromagnet            Tesla video            Electronic Storage Media(Hard drives/videotape/etc.)</p> <p><b>Glencoe Physics:</b>            Creating an Electromagnet (GP 660)</p> <p><b>Holt Physics:</b>            Discovery Lab, Magnetism ANC ch. 19 opening            Quick Lab, Magnetic Field of a File Cabinet SE 19-1            Demos, Magnetic Poles/Magnetic Domains/Magnetic Fields TE 19-1            Quick Lab, Electromagnetism SE 19-2            Skills Practice Lab, Magnetic Field of a Conducting Wire SE 19-2            Demo, Current-Carrying Wire SE 19-2            Demos, Electromagnetic Force/Force Between Parallel Conductors TE 19-3</p>	<p>Integrate I&amp;E standards</p> <p>Key Equations:</p> <p><math>F=qvB\sin(\theta)</math></p> <p>Key Terms:            Magnetic field(B)            Tesla            Right Hand Rule            Lenz’s Law            Magnetic Field Lines            North Pole            South Pole            Magnetic Domain            Induced Current</p>

Analyzed Standards 5f, 5g, 5h, 5j (magnetic fields), 5n	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
	Invention Lab, Designing a Magnetic Spring ANC 19-3  <i>Slow Magnet (magnet in copper tube)</i>	

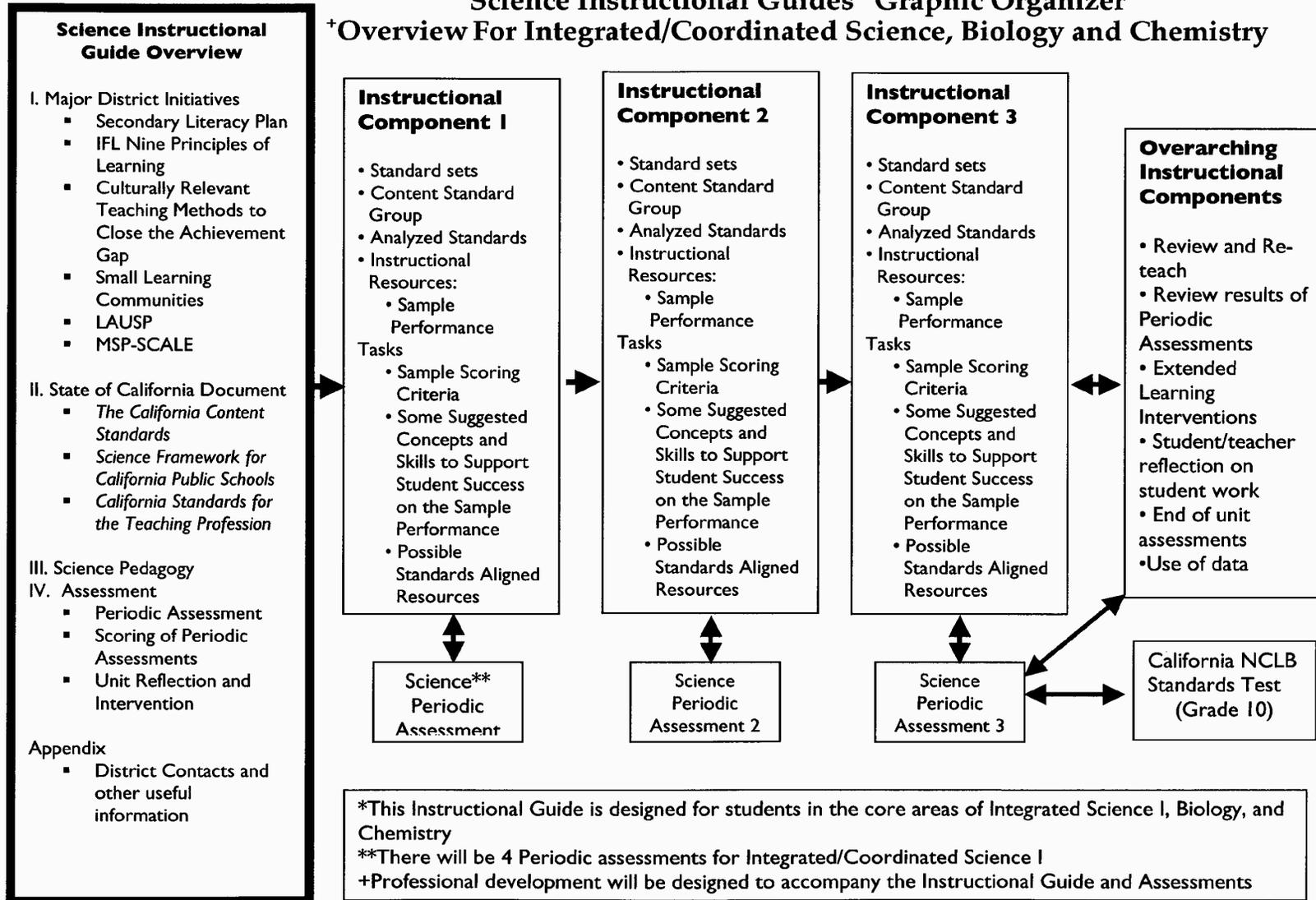
## Standard Group 4

### Key Concept – Conservation of Energy

Analyzed Standards 5o	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>5o</p> <ul style="list-style-type: none"> <li>Apply the concepts of electrical and gravitational potential energy to solving problems involving conservation of energy (e.g., see 2a for kinetic energy, 2b for gravitational potential energy, and 2h for electrical potential energy).</li> </ul>	<p><b><u>Conceptual Physics:</u></b> (5o) 8.1-8.9  <b><u>Glencoe Physics:</u></b> 11.1-11.2; 21.2  <b><u>Holt Physics:</u></b> ???</p> <p><b>Labs/Demos:</b>  <b><u>Conceptual Physics:</u></b>            Hand cranked Flashlight            Hydroelectric Generator  <b><u>Holt Physics:</u></b>            Quick Lab, A Voltaic Pile SE 17-17-1            Demo, Potential Energy TE 17-1</p> <p><i>Neverdie Flashlight</i>  <i>Hydroelectric Generator</i></p>	<p>Integrate I&amp;E standards            Key Equations:  <math>\Delta PE = qV_{ab}</math>  <math>\Delta KE = \Delta PE = qV_{ab}</math>  <math>Q = CV</math>  <math>PE = \frac{1}{2}CV^2</math></p>

## Science Instructional Guides\* Graphic Organizer

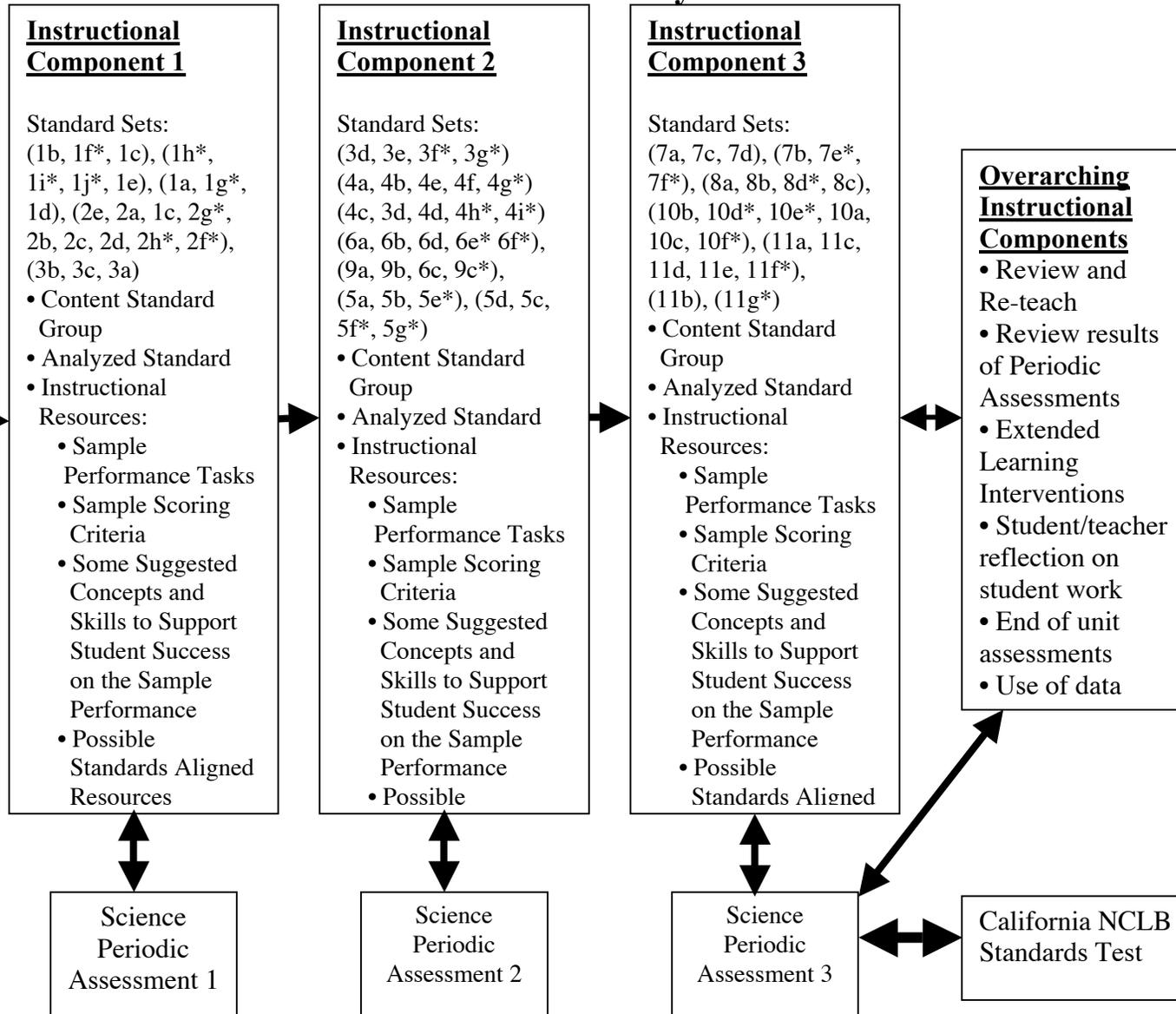
### +Overview For Integrated/Coordinated Science, Biology and Chemistry



**Science Instructional Guide  
Overview**

- I. Major District Initiatives
  - Secondary Literacy Plan
  - IFL Nine Principles of Learning
  - Culturally Relevant Teaching Methods to Close the Achievement Gap
  - Small Learning Communities
  - LAUSP
  - MSP-SCALE
- II. State of California Document
  - *The California Content Standards*
  - *Science Framework for California Public Schools*
  - *California Standards for the Teaching Profession*
- III. Science Pedagogy
- IV. Assessment
  - Periodic Assessment
  - Scoring of Periodic Assessments
  - Unit Reflection and Intervention
- Appendix
  - District Contacts and other useful information

**Science Instructional Guide Graphic Organizer  
Overview For Chemistry**



**LAUSD – High School Instructional Guide  
Chemistry  
Instructional Component 1**

**Standards for Instructional Component 1**

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:
  - a. *Students know* how to relate the position of an element in the periodic table to its atomic number and atomic mass.
  - b. *Students know* how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.
  - c. *Students know* how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
  - d. *Students know* how to use the periodic table to determine the number of electrons available for bonding.
  - e. *Students know* the nucleus of the atom is much smaller than the atom yet contains most of its mass.
  - f.\* *Students know* how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.
  - g.\* *Students know* how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
  - h.\* *Students know* the experimental basis for Thomson’s discovery of the electron, Rutherford’s nuclear atom, Millikan’s oil drop experiment, and Einstein’s explanation of the photoelectric effect.
  - i.\* *Students know* the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.
  - j.\* *Students know* that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck’s relationship ( $E = hv$ ).
  
2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:
  - a. *Students know* atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
  - b. *Students know* chemical bonds between atoms in molecules such as H<sub>2</sub>, CH<sub>4</sub>, NH<sub>3</sub>, H<sub>2</sub>CCH<sub>2</sub>, N<sub>2</sub>, Cl<sub>2</sub>, and many large biological molecules are covalent.
  - c. *Students know* salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
  - d. *Students know* the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
  - e. *Students know* how to draw Lewis dot structures.
  - f.\* *Students know* how to predict the shape of simple molecules and their polarity from Lewis dot structures.
  - g.\* *Students know* how electronegativity and ionization energy relate to bond formation.
  - h.\* *Students know* how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/ melting point temperatures.

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:
- Students know* how to describe chemical reactions by writing balanced equations.
  - Students know* the quantity *one mole* is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
  - Students know* one mole equals  $6.02 \times 10^{23}$  particles (atoms or molecules).

Investigation and Experimentation (I & E) Standards:

- I. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations. Students will:
- Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
  - Identify and communicate sources of unavoidable experimental error.
  - Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
  - Formulate explanations by using logic and evidence.
  - Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
  - Distinguish between hypothesis and theory as scientific terms.
  - Recognize the usefulness and limitations of models and theories as scientific representations of reality.
  - Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
  - Recognize the issues of statistical variability and the need for controlled tests.
  - Recognize the cumulative nature of scientific evidence.
  - Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
  - Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
  - Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

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**Standard Group 1 The Periodic Table**

- 1b. *Students know* how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.

1f.\* *Students know* how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.

1c. *Students know* how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

### Standard Group 1 Key Concept -The Periodic Table

Analyzed Standards 1b, 1f*, 1c	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
1b <ul style="list-style-type: none"> <li>Classify elements as metals, semimetals, nonmetals, and halogens based on their locations on the periodic table</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (1b) Periodic Properties p.165</p> <p><b>Merrill Chemistry In-Text Lab:</b>            (1b) Periodicity of Halogen Properties pp 812-813            (1c) Transition Metals pp 815-816</p> <p><b>Supplemental Activities/Resources</b></p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>            (1b, 1f*,1c) pp. 123-126</p> <p><b>Merrill Chemistry:</b>            (1b, 1f*,1c) pp. 137-159</p> <p><b>Modern Chemistry:</b>            (1b) Elements Handbook pp 726-783; halogens p.137, p.780;            Color-coded Periodic Table of Elements p.131            (1f*) p 126; Color-coded Periodic Table of Elements p.131</p>	<p>Integrate I &amp; E Standards 1d, 1g and 1l.</p> <p>*Throughout this instructional guide, recommendations will be made to integrate certain Investigation and Experimentation (I &amp;E) standards with specific content standards and/or analyzed standards. The recommendations are made when there appears to be a natural connection in content between the analyzed standards and the I &amp; E standards. The I &amp; E standards not specifically highlighted for integration with specific analyzed standards should be addressed in related labs or activities assigned to students in the chemistry course.</p>

Analyzed Standards 1b, 1f*, 1c	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>1f*</p> <ul style="list-style-type: none"> <li>• Classify elements as lanthanide, actinide, and transactinide based on their locations on the periodic table.</li> <li>▪ Understand that the transuranium elements are manmade</li> </ul> <p>1c</p> <ul style="list-style-type: none"> <li>• Classify elements as alkali metals, alkaline earth metals, and transition metals, based on their locations on the periodic table</li> </ul>	<p>(1c) Alkali and Alkaline Earth Metals p.132, p.728, p.734; transition metals p.134, p.740</p>	<p>Standard 1c has been divided into two parts in this Guide. Here students will identify chemical groups or families using the periodic table.</p> <p>The 3D Periodic Table is a good device to illustrate the different periodic trends found within the periodic table. Electronegativity, density, ionization, boiling points and melting points are included. Teachers may add other trends if they wish. Students will learn by manipulating and making a scale model that periodic trends have exceptions. This activity also reinforces the main group locations on the table.</p>

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**Standard Group - Atomic Structure**

- 1h.\* *Students know* the experimental basis for Thomson’s discovery of the electron, Rutherford’s nuclear atom, Millikan’s oil drop experiment, and Einstein’s explanation of the photoelectric effect.
- 1i.\* *Students know* the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.
- 1j.\* *Students know* that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck’s relationship ( $E = hv$ ).
- 1e. *Students know* the nucleus of the atom is much smaller than the atom yet contains most of its mass.
- 1a. *Students know* how to relate the position of an element in the periodic table to its atomic number and atomic mass.
- 1g.\* *Students know* how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
- 1d. *Students know* how to use the periodic table to determine the number of electrons available for bonding.

**Standard Group 2 Key Concept - Atomic Structure**

Analyzed Standards <b>1h*, 1i*, 1j*, 1e, 1a, 1g*, 1d</b>	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
1h* <ul style="list-style-type: none"> <li>▪ Analyze the historical development of experimental findings for various subatomic particles as well as the photoelectric effect</li> </ul>	<b>In-Text Labs and Lab Manual</b> <b>Addison-Wesley Lab Manual:</b> (1i*) Energies of Electrons p. 161  <b>Addison-Wesley In-Text Labs:</b> (1i*)Flame Test p. 383  <b>Modern Chemistry In-Text Lab:</b> (1i*) Flame Tests p.801	Integrate Investigation & Experimentation (I & E) standards 1c, 1d, 1g, and 1k.

<b>Analyzed Standards</b> <b>1h*, 1i*, 1j*, 1e,</b> <b>1a, 1g*, 1d</b>	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
<p>1i*</p> <ul style="list-style-type: none"> <li>Explain the spectral evidence of energy levels in the Bohr model, and the historical importance of the Bohr model as a bridge between classical and modern atomic theory</li> </ul> <p>1j*</p> <ul style="list-style-type: none"> <li>Explain that the spectral pattern in a bright-line spectrum of any element is unique and is produced from the changes in energy levels of electrons according the formula, <math>E = h_{\nu}</math></li> </ul> <p>1e</p> <p>Recognize that the volume of the nucleus is much smaller than the volume of the atom, but also makes up most (99.99% or more) of the atom's mass</p>	<p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley T.E. Activity:</b> Mystery Box p. 372</p> <p><b>Merrill Chemistry In-Text Activity:</b>  (1e) Electron Cloud pp 819-820</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>  (1h*) pp. 109-112, 361-362, 376-377  (1i*) pp. 361-363, 379-382  (1j*) pp. 372-376  (1e) p. 112</p> <p><b>Merrill Chemistry:</b>  (1h*) pp. 137-59  (1i*) pp. 137-159, 114-115  (1j*) pp 110-115  (1e) pp 87-88</p> <p><b>Modern Chemistry:</b>  (1h*) pp.70-74  (1i*) Line-emission spectrum pp. 94-95; Bohr Model pp. 96-97  (1j*) pp. 94-97  (1e) p.72</p>	<p>Integrate I &amp; E Standards 1a, 1c, 1d, 1g, and 1k.</p> <p>Integrate I &amp; E standard 1d.</p>



Analyzed Standards 1a, 1g*, 1d	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
1d <ul style="list-style-type: none"> <li>▪ Identify the number of electrons available for bonding according to location on the periodic table</li> </ul>	(1a) pp.75, 123 (1g*) pp. 129-139 (1d) p.150	

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**Standard Group 4 Chemical Bonding**

2e. *Students know* how to draw Lewis dot structures.

2a. *Students know* atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.

1c. *Students know* how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

2b. *Students know* chemical bonds between atoms in molecules such as H<sub>2</sub>, CH<sub>4</sub>, NH<sub>3</sub>, H<sub>2</sub>CCH<sub>2</sub>, N<sub>2</sub>, Cl<sub>2</sub>, and many large biological molecules are covalent.

2c. *Students know* salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.

2d. *Students know* the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

2h.\* *Students know* how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/ melting point temperatures.

2f.\* *Students know* how to predict the shape of simple molecules and their polarity from Lewis dot structures.

**Standard Group 4 Key Concept - Chemical Bonding**

Analyzed Standards 2e, 2a, 1c, 2g*, 2b, 2c, 2d, 2h*, 2f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
2e • Draw Lewis Structures.	<b>In-Text Labs and Lab Manual</b> <b>Addison-Wesley Lab Manual:</b> (2b) Molecular Modeling p. 177 (2c) Crystal Structures p. 171	Integrate I & E Standard 1g.

Analyzed Standards 2e, 2a, 1c, 2g*, 2b, 2c, 2d, 2h*, 2f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>2a</p> <ul style="list-style-type: none"> <li>Understand how atoms of molecules are bonded together by sharing electrons; how kernels of atoms in metals are bonded together by sharing electrons, and how ionic compounds are held together by the electrostatic attraction of positive and negative ions.</li> </ul> <p>1c</p> <ul style="list-style-type: none"> <li>Identify the types of bonding (covalent or ionic) based on the location in the periodic table</li> </ul> <p>2g*</p> <ul style="list-style-type: none"> <li>Predict bonding characteristics (or type of bonding) by comparing differences in electronegativities</li> </ul>	<p><b>Addison-Wesley In-Text Labs:</b>  (1c) Analysis of Anions and Cations p. 426  (2c) Shapes of Crystalline Materials p. 412  (2f*) Shape of Molecules p. 436  (2f*) Strength of Covalent Bonds p. 448  (2f*) Paper Chromatography of Food Dyes p. 467</p> <p><b>Merrill Chemistry In-Text Labs:</b>  (2f*) Paper Chromatography pp 820, Miscibility of Liquids pp. 822</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley T.E. Activity:</b>  (1c) Modeling Electronegativity p. 405  (2c) Growing Crystals p. 423  (2h*) Polar Attraction p. 462</p> <p><b>Addison-Wesley T.E. Demo:</b>  (2h*) Hydrogen Bonds p. 465  (2f*) Producing NO<sub>2</sub> p. 449</p> <p><b>Merrill Chemistry In-Text Activity:</b>  (1c, 2g*) 3D Periodic Table pp 817-818  (2c) Crystals and Their Structure pp 825  (2h*) An Alien Periodic Table pp 804</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b></p>	<p>Integrate I &amp; E Standard 1g.</p> <p>Standard 1c was split into two parts. Here instruction should center around the following concepts: Trends in I.E., electronegativity, and relative sizes of ions and atoms</p> <p>Integrate I &amp; E Standards 1c, 1d, and 1g.</p>

Analyzed Standards 2e, 2a, 1c, 2g*, 2b, 2c, 2d, 2h*, 2f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>2b</p> <ul style="list-style-type: none"> <li>Identify molecules as covalent (large biological molecules as well as organic)</li> </ul> <p>2c</p> <ul style="list-style-type: none"> <li>Recognize that crystalline structures of salts are repeating patterns of positive and negative charges held together by electrostatic attraction</li> </ul> <p>2d</p> <ul style="list-style-type: none"> <li>Recognize that intermolecular forces are responsible for the physical states of matter (i.e., solids, liquids, and gases)</li> </ul>	<p>(2e) pp. 413-414, 437-441  (2a) pp. 419-421, 427, 437-440, 460-463  (1c) pp. 398-406  (2g*) pp. 460-462  (2b) pp. 437-439, 812-825  (2c) pp. 422-424  (2d) pp. 274, 280  (2h*) pp. 463-466  (2f*) pp. 455-457</p> <p><b>Merrill Chemistry:</b>  (2e) pp. 127-132  (1c, 2g*) pp. 301-310  (2b) pp. 279-280, 773-791  (2c) pp 386-387, 400-403  (2d, 2h*) pp. 421-436  (2f*) pp 349-356</p> <p><b>Modern Chemistry:</b>  (2e) pp.170-175  (2a, 2g*) pp.161-163  (1c) Ionization Energy p. 143, 154; Electronegativity p.151, 154;  relative sizes of ions p.149, 154; relative sizes of atoms p.140, 153  (2b) p.164  (2c) pp.176-180  (2d) Phases of water pp.384-385  (2h*) pp.189-193, p.377  (2f*) pp183-187</p>	<p>Integrate I &amp; E Standards 1c, 1d, and 1g.</p>

Analyzed Standards 2e, 2a, 1c, 2g*, 2b, 2c, 2d, 2h*, 2f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>2h*</p> <ul style="list-style-type: none"> <li>Distinguish between the type of intermolecular forces including hydrogen bonding, dipole-dipole forces, and Van der Waals attractions (London dispersion forces).</li> <li>Predict volatility and boiling/melting point temperatures using knowledge of intermolecular forces.</li> </ul> <p>2f*</p> <ul style="list-style-type: none"> <li>Predict shapes and polarity of simple molecules using Lewis Structures.</li> </ul>		<p>Integrate I &amp; E Standards 1c, 1d, and 1g.</p> <p>Integrate I &amp; E standards 1c, 1d, and 1g.</p>

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**Standard Group 5 The Mole Concept**

3b. *Students know* the quantity *one mole* is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.

3c. *Students know* one mole equals  $6.02 \times 10^{23}$  particles (atoms or molecules).

3a. *Students know* how to describe chemical reactions by writing balanced equations.

**Standard Group 5 Key Concept - The Mole Concept**

Analyzed Standards 3b, 3c, 3a	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3b</p> <ul style="list-style-type: none"> <li>• Recognize that the atomic mass unit is based upon 1/12 the mass of one carbon-12 isotope. Students also recognize that the number of atoms in 12 grams of the carbon-12 isotope is defined as one mole.</li> <li>▪ Students identify the molar mass of an element to be numerically equivalent to atomic mass</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley In-Text Labs:</b>            (3b) Counting By Measuring Mass p. 170            (3b) Measuring Mass as a Means of Counting p. 187</p> <p><b>Merrill Chemistry In-Text Activity:</b>            (3c) Nuts and Bolts Chemistry pp 807</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley T.E. Activity:</b>            (3c) Bags of Beans p. 171</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>            (3b) pp. 173-178            (3c) p. 173            (3a) pp. 207-211</p>	

Analyzed Standards 3b, 3c, 3a	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3c</p> <p>Define one mole as <math>6.02 \times 10^{23}</math> atoms, molecules, ions, formula units or particles.</p> <ul style="list-style-type: none"> <li>▪ Know that the mole is a number, just as a dozen is 12.</li> <li>▪ Know that the mole is a counting number, just as a dozen equals 12.</li> </ul>	<p><b>Merrill Chemistry:</b> (3b) pp 100-102, pp. 198-205 (3c, 3a) pp.189-217</p> <p><b>Modern Chemistry:</b> (3b) p.78, 81 (3c) p.81 (3a) pp.250-251</p>	<p><b>3c</b> Students probably will enter a chemistry course with vague or incorrect notions of molecules and ions. Whenever the words come up in class discussion or in the text, you may want to begin to clarify the difference between the meanings of the two words.</p> <p>Molecules are usually associated with a cluster of atoms that are grouped together by covalent bonds. Ions and formula units are associated with ionic substances.</p> <p>Students should learn to distinguish when to use the mole as a counting device similar to the dozen. This will be done when students wish to determine the number of molecules, atoms, ions, particles or formulas units contained in a particular mole amount. Conversely, students will learn to apply formula mass or molecular mass of the elements, ions, molecules or compounds as a composition constituent of a substance.</p>

Analyzed Standards 3b, 3c, 3a	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
3a <ul style="list-style-type: none"> <li>• Take inventory of atoms and adjust coefficients accordingly to balance a chemical reaction</li> </ul>		Integrate I & E standard 11.

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**Standards for Instructional Component 2**

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:
- d. *Students know* how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
  - e. *Students know* how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.
  - f.\* *Students know* how to calculate percent yield in a chemical reaction.
  - g.\* *Students know* how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.
4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:
- a. *Students know* the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
  - b. *Students know* the random motion of molecules explains the diffusion of gases.
  - c. *Students know* how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
  - d. *Students know* the values and meanings of standard temperature and pressure (STP).
  - e. *Students know* how to convert between the Celsius and Kelvin temperature scales.
  - f. *Students know* there is no temperature lower than 0 Kelvin.
  - g.\* *Students know* the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
  - h.\* *Students know* how to solve problems by using the ideal gas law in the form  $PV = nRT$ .
  - i.\* *Students know* how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.
5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:
- a. *Students know* the observable properties of acids, bases, and salt solutions.
  - b. *Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion accepting substances.
  - c. *Students know* strong acids and bases fully dissociate and weak acids and bases partially dissociate.
  - d. *Students know* how to use the pH scale to characterize acid and base solutions.
  - e.\* *Students know* the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.
  - f.\* *Students know* how to calculate pH from the hydrogen-ion concentration.
  - g.\* *Students know* buffers stabilize pH in acid–base reactions.

6. Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:

- a. *Students know* the definitions of *solute* and *solvent*.
- b. *Students know* how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
- c. *Students know* temperature, pressure, and surface area affect the dissolving process.
- d. *Students know* how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
- e.\* *Students know* the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
- f.\* *Students know* how molecules in a solution are separated or purified by the methods of chromatography and distillation.

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:

- a. *Students know* how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
- b. *Students know* equilibrium is established when forward and reverse reaction rates are equal.
- c.\* *Students know* how to write and calculate an equilibrium constant expression for a reaction.

Investigation and Experimentation (I & E) Standards:

I. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations.

Students will:

- a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- b. Identify and communicate sources of unavoidable experimental error.
- c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- d. Formulate explanations by using logic and evidence.
- e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f. Distinguish between hypothesis and theory as scientific terms.
- g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- j. Recognize the issues of statistical variability and the need for controlled tests.
- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples

of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

- n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

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**Standard Group 1 Stoichiometry**

3d. *Students know* how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

3e. *Students know* how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

3f.\* *Students know* how to calculate percent yield in a chemical reaction.

3g.\* *Students know* how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

**Standard Group 1 Key Concept - Stoichiometry**

Analyzed Standards 3d, 3e, 3f*, 3g*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3d</p> <ul style="list-style-type: none"> <li>• Calculate the molar mass of a molecule given the chemical formula and the periodic table as a reference.</li> <li>• Convert the mass of a substance to moles of a substance and vice versa.</li> <li>• Convert number of particles to mass using mole conversions.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (3e) Balanced Chemical Equations p. 101            (3g*) Oxidation-Reduction Reactions p. 281</p> <p><b>Addison-Wesley In-Text Lab:</b>            (3e) Analysis of Baking Soda p. 251            (3e) Limiting Reagents p. 259</p> <p><b>Merrill Chemistry Lab Manual:</b>            (3d) Making Models of Compounds p.43            (3e) Types of Chemical Reactions p. 55            (3e) Types of Chemical Reactions p. 61            (3e) Stoichiometry of a Chemical Reaction p. 67            (3e) Determining An Empirical Formula p. 47            (3e) Determining An Empirical Formula p. 47            (3f*) Types of Chemical Reactions p. 55            (3g*) Determining the Percent Copper in a Penny (microlab) p. 213</p>	<p>Integrate I &amp; E Standard 11.</p> <p>Integrate I &amp; E standards 11.</p> <p><b>Integrate I &amp; E standard 11.</b></p> <p>Refer to the gas laws for finding the volume of gas given the number of moles of the gas.</p>

Analyzed Standards 3d, 3e, 3f*, 3g*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>3e</p> <ul style="list-style-type: none"> <li>Recognize that the coefficients in a balanced equation can represent the number of moles, number of molecules or number of ions involved in a reaction.</li> <li>Relate number of moles of reactant to number of moles of product,</li> <li>Set up mole ratios using coefficients from a balanced equation,</li> <li>Calculate mass of product or reactant using mole ratios</li> </ul> <p>3f*</p> <ul style="list-style-type: none"> <li>Calculate theoretical yield, determine actual yield, and solve for percent yield</li> </ul>	<p><b>Modern Chemistry In-Text Lab:</b>  (3f*) Mass and Mole Relationships in a Chemical Reaction p.816  (3f*) Stoichiometry and Gravimetric Analysis p.819  (3g*) Redox Reactions p.604</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley In-Text Activity:</b>  (3e) Paper Clips p. 236</p> <p><b>Addison-Wesley T.E. Demo:</b>  (3d) Display-A-Mole p. 173  (3g*) Copper Ions and Aluminum p. 208</p> <p><b>Merrill Chemistry In-Text Activity:</b>  (3d) Formulas and Oxidation Numbers pp 806  (3e) Reaction of Metal Salts with Sodium Hydroxide p. 810  (3e) Formulas and Oxidation Numbers pp. 80  (3g*)Oxidation/Reduction of Vanadium pp 844</p> <p><b>Modern Chemistry T.E. Demo:</b>  (3e) Chemical Reactions with sodium carbonate and hydrochloric acid p.276  (3g*) Spontaneous Redox Reaction p.591</p>	<p><b>Integrate I &amp; E standard 1a, 1c, and 1l.</b></p> <p><b>Integrate I &amp; E standard 1l.</b></p>

Analyzed Standards 3d, 3e, 3f*, 3g*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
3g* <ul style="list-style-type: none"> <li>Identify oxidation and reduction reactions. Students balance simple redox reactions.</li> </ul>	<p><b>Textbook References</b></p> <p><b>Addison-Wesley:</b>            (3d) pp. 178-186            (3e) pp. 239-251            (3f*) pp. 256-259            (3g*) pp. 645-671</p> <p><b>Merrill Chemistry:</b>            (3d) pp. 189-217            (3e) pp. 178-180, pp. 223-245            (3f*) pp. 223-245            (3g*) pp. 626-644, balancing pp. 637-644</p> <p><b>Modern Chemistry:</b>            (3d) pp. 82-85            (3e) pp. 248-250, pp. 280-290            (3f*) pp. 293-294            (3g*) pp. 591-596</p>	<p><b>Integrate I &amp; E standard 1a, 1c, and 1l.</b></p>

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**Standard Group 2 Kinetic Motion of Gases**

4a. *Students know* the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

4b. *Students know* the random motion of molecules explains the diffusion of gases.

4e. *Students know* how to convert between the Celsius and Kelvin temperature scales.

4f. *Students know* there is no temperature lower than 0 Kelvin.

4g.\* *Students know* the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.

**Standard Group 2 Key Concept - Kinetic Motion of Gases**

Analyzed Standards 4a, 4b, 4e, 4f, 4g*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>4a</p> <ul style="list-style-type: none"> <li>• Understand that pressure is caused by gas particles bumping into the walls of a container.</li> <li>• Understand that the greater the number of particles the greater the pressure.</li> </ul> <p>4b</p> <ul style="list-style-type: none"> <li>• Understand that gas particles move in random motion until they are evenly distributed throughout the container.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (4a) Pressure-Volume Relationships for Gases p. 131            (4e) Temperature-Volume Relationships for Gases p. 139</p> <p><b>Merrill Chemistry Lab Manual:</b>            (4f) Relating Gas Temperature and Pressure p. 99</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley T.E. Activity:</b>            (4a) Milk Cartons p. 269</p> <p><b>Addison-Wesley T.E. Demo:</b>            (4a) Crushing a Soda Can p. 271</p> <p><b>Merrill Chemistry In-Text Activity:</b>            (4a) Gas Pressure p. 824            (4b) Graham’s Law of Diffusion p. 832</p>	<p>You may want to summarize Standards 4a, 4b and 4g, by discussing the tenets of the KMT.</p>

Analyzed Standards 4a, 4b, 4e, 4f, 4g*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>4e</p> <ul style="list-style-type: none"> <li>Calculate the temperature in Kelvins from degrees Celsius by adding 273.15.</li> </ul> <p>4f</p> <ul style="list-style-type: none"> <li>Understand the concept that there is no temperature lower than 0 Kelvin.</li> </ul> <p>4g</p> <ul style="list-style-type: none"> <li>Understand that the greater the Kelvin temperature the faster the molecules are moving.</li> </ul>	<p>(4e) <a href="http://science.lausd.net">http://science.lausd.net</a> Charles' Law Lab</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>  (4a) pp. 267-269  (4b) pp. 267, 352  (4e) pp. 74-75  (4f) pp. 271-272, 335-336  (4g*) p. 272</p> <p><b>Merrill Chemistry:</b>  (4a) pp. 377-386  (4b) pp. 464-476  (4e,4f) pp. 384-385  (4g) pp. 377-393</p> <p><b>Modern Chemistry:</b>  (4a) pp. 308-312  (4b) pp. 305, 351-52  (4e) pp. 316-319  (4f) p. 318  (4g) pp. 304-305</p>	<p>Integrate I &amp; E Standards 1a, 1c, and 1l.</p> <p>Make sure that students understand the relationship between temperature and kinetic energy of particles. This concept is a recurrent theme in chemistry, for example in a microscopic understanding of gas pressure and the dissolving process.</p>

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**Standard Group 3 The Gas Laws**

4c. *Students know* how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.

3d. *Students know* how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

4d. *Students know* the values and meanings of standard temperature and pressure (STP).

4h.\* *Students know* how to solve problems by using the ideal gas law in the form  $PV = nRT$ .

i.\* *Students know* how to apply Dalton’s law of partial pressures to describe the composition of gases and Graham’s law to predict diffusion of gases.

**Standard Group 3 Key Concept - The Gas Laws**

Analyzed Standards 4c, 3d, 4d, 4h*,4i*,	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>4c</p> <ul style="list-style-type: none"> <li>Understand that T stands for temperature, measured in K, that P stands for pressure, measured in atmospheres or mmHg, and that V stands for volume, measured in ml or L.</li> <li>Use the gas laws (<math>P_1V_1 = P_2V_2</math>, <math>V_1/T_1 = V_2/T_2</math>, <math>P_1V_1/T_1 = P_2V_2/T_2</math>) to solve for an unknown value.</li> <li>Understand inverse relationships in the gas laws, e. g., as volume increases, pressure decreases.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley In-Text Lab:</b>            (4i) Kinetic Theory in Action p. 273</p> <p><b>Modern Chemistry In-Text Lab:</b>            (4i) Diffusion p.353</p> <p><b>Modern Chemistry Lab Manual:</b>            (4c) Boyle’s Law p.55            (3d) Molar Volume of Gas p.61</p> <p><b>Supplemental Activities/Resources</b>  <b>Modern Chemistry T.E. Demo:</b>            (4c) Unbalanced force of Atmospheric Pressure p.310            (4c) Volume-Temperature Relationships p.316            (4i) Graham’s Law using Ammonia and HCl (there is a picture of the set-up in text p.354)</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>            (4c) pp. 327-346            (3d) pp. 176-187</p>	<p>Integrate I &amp; E Standards 1g and 1l.</p> <p>Students should be reminded that the mole is a useful device for counting ions, particles, molecules, formula units and molecules.</p>

Analyzed Standards 4c, 3d, 4d, 4h*,4i*,	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<ul style="list-style-type: none"> <li>Understand direct relationships in the gas laws, e. g., as temperature increases volume increases.</li> </ul> <p>3d</p> <ul style="list-style-type: none"> <li>Recognize the molar volume of a gas at standard temperature and pressure is 22.4 L.</li> </ul> <p>4d</p> <ul style="list-style-type: none"> <li>Understand that standard temperature and pressure are agreed upon measures to be used in many problems</li> <li>Understand that standard pressure is 1 atmosphere or 760 mmHg and standard temperature is 273K or 0°C.</li> <li>Recognize a value of R as 0.0821L-atm/mol-K.</li> </ul> <p>4h</p> <p>Memorize the equation <math>PV=nRT</math> and understand what each letter represents</p> <ul style="list-style-type: none"> <li>Calculate the value of an unknown quantity using <math>PV=nRT</math>.</li> </ul>	<p>(4d) pp. 184-186 (4h) pp. 341-346 (4i) pp. 350-353</p> <p><b>Merrill Chemistry:</b> (4c) pp. 451-496 (3d) pp. 477-496</p> <p><b>Modern Chemistry:</b> (4c) pp 321-322 (3d) p. 316 (4d) p. 335, pp. 340-341 (4h) pp. 340-346 (4i) p. 305, pp. 322-325</p>	<p>Integrate I &amp; E Standards 1g and 1l.</p> <p>For any ideal gas, measuring the volume of the gas (given known <u>temperature</u> and pressure) is another way of counting particles.</p>

Analyzed Standards 4c, 3d, 4d, 4h*,4i*,	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>4i</p> <ul style="list-style-type: none"> <li>• Understand that the pressure of a mixture of gases is the sum of the pressure of each of the gases present.</li>   <li>• Understand that diffusion of a gas is caused by random motion.</li>   <li>• Understand that effusion is the process by which particles move through a minute opening into a vacuum.</li>   <li>• Calculate the relative speed of molecules using Graham's Law.</li> </ul>		<p>Integrate I &amp; E Standards 1g and 1l.</p> <p>The particles mentioned here are usually atoms or molecules.</p>

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**Standard Group 4 Solutions**

6a. *Students know* the definitions of *solute* and *solvent*.

6b. *Students know* how to describe the dissolving process at the molecular level by using the concept of random molecular motion.

6d. *Students know* how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

6e.\* *Students know* the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.

6f.\* *Students know* how molecules in a solution are separated or purified by the methods of chromatography and distillation.

**Standard Group 4 Key Concept - Solutions**

Analyzed Standards 6a, 6b, 6d, 6e*, 6f*,	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>6a</p> <ul style="list-style-type: none"> <li>• Understand that a solution is composed of a solute and solvent.</li> <li>• Explain why certain solids dissolve in water.</li> </ul> <p>6b</p> <ul style="list-style-type: none"> <li>• Explain the phenomenon of dissolving in terms of the motion of solute particles.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (6d) The Solvent Properties of Water p. 183            (6d) Factors Affecting Solution Formation p.205            (6e*) Freezing Point p. 219            (6f*) Introduction to Chromatography p. 32</p> <p><b>Addison-Wesley In-Text Lab:</b>            (6e) Making a Solution p.516</p> <p><b>Merrill Chemistry Lab Manual:</b>            (6b) Lab Manual - Relating Solubility and Temperature (microlab) p. 145</p> <p><b>Modern Chemistry In-Text Lab:</b>            (6f*) Water Purification p.795</p>	<p>The concept of solubility and dissociation should be emphasized during the dissolving process. These concepts will allow students to gain a deeper understanding of the nature of salts, polarity, inter and intramolecular forces and hydrogen bonding.</p>

<b>Analyzed Standards</b> 6a, 6b, 6d, 6e*, 6f*,	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
<ul style="list-style-type: none"> <li>Recognize that the surface area of the solute affects the rate at which the solute dissolves.</li> <li>Determine that a solution is homogeneous due to uniform distribution of solute particles.</li> <li>Understand a state of equilibrium results from a uniform distribution of bond strength among solute and solvent and between solute and solvent.</li> <li>Understand that ionic salts exist only as positive and negative ions and readily dissociate in solution.</li> </ul>	<p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley In-Text Activity:</b>  (6e) Freezing Point of a Salt Solution p. 500</p> <p><b>Addison-Wesley T.E. Activity:</b>  (6e) Freezing Point p.524</p> <p><b>Merrill Chemistry In-Text Activity:</b>  (6e) The Effects of a Solute on Freezing Point (microlab) p. 149</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>  (6a) p. 482  (6b) pp. 483, 502  (6d) pp. 509-515  (6e*) pp. 520-524  (6f*) pp. 33-34, 763</p> <p><b>Merrill Chemistry:</b>  (6a, 6b) pp. 49-53, pp. 499-510  (6d) pp. 503-505, 51, 204-207, 508  (6e*) pp. 51, 204-205, 508-509, 527-531</p> <p><b>Modern Chemistry:</b>  (6a) pp. 395-396, p. 401  (6b) p. 396, pp. 425-426</p>	

Analyzed Standards 6a, 6b, 6d, 6e*, 6f*,	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>6d</p> <ul style="list-style-type: none"> <li>• Observe that precipitates form when the concentration exceeds the solvent's ability to dissolve them.</li>   <li>• Understand that temperature affect the solubility of a solute.</li>   <li>• Use molarity to calculate the number of moles of dissolved solute per total volume of solution in liters.</li>   <li>• Calculate parts per million (ppm) of solute per total volume of solution.</li> </ul>	<p>(6d) pp. 402-403, pp. 412-415  (6e*) pp. 412-417, 438-440  (6f*) pp. 643-644</p>	<p>“A solution with a concentration of 1 ppm has 1 <u>gram</u> of substance for every million grams of solution. Because the density of water is 1 g per mL and we are adding such a tiny amount of solute, the density of a solution at such a low concentration is approximately 1 g per mL. Therefore, in general, one ppm implies one <u>milligram</u> of solute per <u>liter</u> of solution.”  <u>MSDS HyperGlossary</u>  <a href="http://www.ilpi.com/msds/ref/">http://www.ilpi.com/msds/ref/</a></p>



Analyzed Standards 6a, 6b, 6d, 6e*, 6f*,	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<ul style="list-style-type: none"> <li>Understand that the basis of distillation is the difference in boiling point of mixtures comprised of several substances.</li> </ul>		

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**Standard Group 5 Chemical Equilibrium**

9a. *Students know* how to use LeChatelier’s principle to predict the effect of changes in concentration, temperature, and pressure.

9b. *Students know* equilibrium is established when forward and reverse reaction rates are equal.

6c. *Students know* temperature, pressure, and surface area affect the dissolving process.

9c.\* *Students know* how to write and calculate an equilibrium constant expression for a reaction.

**Standard Group 5 Key Concept - Chemical Equilibrium**

Analyzed Standards 9a, 9b, 6c, 9c*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
9a <ul style="list-style-type: none"> <li>• Recognize a balanced chemical equation</li>   <li>• Consider the energy part of a reaction as either a reactant or a product</li>   <li>• Describe a shift in equilibrium if any of the reactants or products is altered.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (9a) Disturbing Equilibrium p. 243</p> <p><b>Merrill Chemistry Lab Manual:</b>            (9a) Types of Chemical Reactions p.55            (9a) Stoichiometry of Chemical Reaction p. 67</p> <p><b>Modern Chemistry In-Text Lab:</b>            (9c*) Equilibrium Expressions p.871</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley T.E. Demo:</b>            (9a) Equilibrium of Nitrogen Dioxide p. 545</p> <p><b>Textbook References</b></p>	



<ul style="list-style-type: none"><li>• Understand that the equilibrium constant is dimensionless, i. e., has no units.</li><li>• Realize that exponents used in an equilibrium expression correspond to reaction coefficients.</li><li>• Realize that only concentrations of gases and aqueous solutions are found in equilibrium expressions.</li><li>• Use the equilibrium constant to indicate a positive value as favoring the forward reaction.</li><li>• Compare the equilibrium constant and solubility product to describe the behavior of slightly soluble salts.</li></ul>		<p><math>K_{eq}</math> is dimensionless in the context of thermodynamics, but not dimensionless in the context of kinetics. Most instances of <math>K_{eq}</math> at the high school level are in the area of thermodynamics, and therefore <math>K_{eq}</math> is dimensionless.</p> <p>Integrate I &amp; E Standard 1e.</p>
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**Standard Group 6 Acids and Bases**

5a. *Students know* the observable properties of acids, bases, and salt solutions.

5b. *Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion accepting substances.

5e.\* *Students know* the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.

**Standard Group 6 Key Concept - Acids and Bases**

Analyzed Standards 5a, 5b, 5e*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>5a</p> <ul style="list-style-type: none"> <li>• Differentiate between acids and bases by using indicators, such as, red or blue litmus or cabbage juice.</li> <li>• Recognize that an acid reacts with some metals to produce bubbles of hydrogen gas.</li> </ul> <p>5b</p> <ul style="list-style-type: none"> <li>• Demonstrate that when acids and bases are mixed, acids donate hydrogen ions and bases accept hydrogen ions, and that acids and bases neutralize each other as determined by the resultant pH.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (5a) Reactions of Acids p. 253            (5b) Neutralization Reactions p. 257</p> <p><b>Addison-Wesley In-Text Lab:</b>            (5b) Reaction of an Acid with an Egg p. 612.            (5b) Small-Scale Titrations p. 625</p> <p><b>Merrill Chemistry Lab Manual:</b>            (5b) Acid/Base Titration p. 207</p> <p><b>Modern Chemistry Lab Manual:</b>            (5b) Titration of an Acid with a Base p.81</p> <p><b>Modern Chemistry In-Text Lab:</b>            (5a) Household Acids and Bases p.458</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley In-Text Activity:</b>            (5a) Foods and Baking Soda p. 576.            (5a) Indicators p. 593</p>	<p>Integrate I &amp; E Standards 1g and 1l.</p> <p>Molar Volume of Gas lab in a previous unit can be used as a reference to acids reacting with metals.</p> <p>Integrate I &amp; E Standards 1a, 1c, 1g, 1j, and 1l.</p>

Analyzed Standards 5a, 5b, 5e*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
5e* <ul style="list-style-type: none"> <li>Understand that one of the definitions of a base is that a base is a substance that provides hydroxide ions to a solution.</li> </ul>	<p><a href="http://science.lausd.net">http://science.lausd.net</a></p> <p>(5a) Cabbage Juice Demonstration</p> <p><b>Textbook References</b></p> <p><b>Addison-Wesley:</b>            (5a) pp. 577-578, 589-592            (5b) pp. 596-598            (5e*) pp. 594-599</p> <p><b>Merrill Chemistry:</b>            (5a) pp 601-621, 485, 458-459            (5b) pp. 601-621, 574-576            (5e*) pp. 574-576</p> <p><b>Modern Chemistry:</b>            (5a) pp. 454-458            (5e*) pp. 459-460</p>	

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**Standard Group 7 Acid/Base Equilibrium**

- 5b. *Students know* acids are hydrogen-ion-donating and bases are hydrogen-ion accepting substances.  
 5c. *Students know* strong acids and bases fully dissociate and weak acids and bases partially dissociate.  
 9a. *Students know* how to use LeChatelier’s principle to predict the effect of changes in concentration, temperature, and pressure.  
 9b. *Students know* equilibrium is established when forward and reverse reaction rates are equal.  
 9c.\* *Students know* how to write and calculate an equilibrium constant expression for a reaction.  
 5f.\* *Students know* how to calculate pH from the hydrogen-ion concentration.  
 5g.\* *Students know* buffers stabilize pH in acid–base reactions.

**Standard Group 7 Key Concept - Acid/Base Equilibrium**

<b>Analyzed Standards</b> 5d, 5c,(revisit 9a-c*) 5f*, 5g*	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
<p>5d</p> <ul style="list-style-type: none"> <li>Understand the pH scale and are able to identify the approximate pH of some common solutions.</li> <li>Demonstrate pH values &lt; 7 as acids whereas pH values &gt; 7 correspond to bases.</li> <li>Understand that distilled water is neutral and has a pH value of 7.0.</li> </ul> <p>5c</p> <ul style="list-style-type: none"> <li>Differentiate between strong acids and weak acids by the amount of dissociation.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (5d) Estimation of pH p. 249            (5g*) Buffers p. 273</p> <p><b>Addison-Wesley In-Text Lab:</b>            (5c) Ionization Constants of Weak Acids p. 606.</p> <p><b>Merrill Chemistry Lab Manual:</b>            (5d) Using Indicators to Determine pH (microlab) p. 197            (5d) Hydrolysis of Salts p. 201            (5c) <math>K_a</math> of a Chemical Compound (microlab) p. 183            (5c) Determining Percent Acetic Acid in Vinegar (microlab) p. 189</p> <p><b>Modern Chemistry Lab Manual:</b>            (5f*) Hydronium Ion Concentration and pH p.77</p> <p><b>Supplemental Activities/Resources</b>  <b>Merrill Chemistry In-Text Activity:</b>            (5g*) Buffers pp 842</p>	<p>Integrate I &amp; E Standard 1e.</p> <p>Integrate I &amp; E Standards 1g and 1l.</p> <p>Integrate I &amp; E Standard 1e.</p> <p>Standards 9a-c can be re-introduced here.</p>

<b>Analyzed Standards</b> 5d, 5c,(revisit 9a-c*) 5f*, 5g*	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
<ul style="list-style-type: none"> <li>Understand that the dissociation reaction for water:  <math>2\text{H}_2\text{O}(\text{l}) \rightleftharpoons \text{H}_3\text{O}^+(\text{aq}) + \text{OH}^-(\text{aq})</math>            is the basis for the pH scale</li> </ul> <ul style="list-style-type: none"> <li>Write dissociation reaction equations for weak acids, such as, acetic acid.</li> </ul> 5f* <ul style="list-style-type: none"> <li>Perform logarithmic calculations involving pH and concentration.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate that one pH unit corresponds to a factor of 10 in terms of molar concentration of hydrogen ions.</li> </ul> 5g* <ul style="list-style-type: none"> <li>Identify the chemical composition of a buffer.</li> </ul> <ul style="list-style-type: none"> <li>Recognize a buffer as a solution that resists large changes in pH upon addition of an acid or base.</li> </ul>	<p><b>Merrill Chemistry T.E. Demo:</b>            (5d) Using the pH Scale round the House p. 606            (5d) The pH of Common Materials p.486            (5c) When Is An Acid Strong p. 572</p> <p><b>Modern Chemistry T.E. Demo:</b>            (5c) Acid Base Strength and Conductivity p.460            (5c) Comparing Concentrations p.485</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>            (5d) pp. 580-584            (5c) p.600</p> <p><b>Merrill Chemistry:</b>            (5d) pp. 601-621            (5c) pp. 573- 597            (5f*) pp. 606-613            (5g*) pp. 612-613</p> <p><b>Modern Chemistry:</b>            (5d) pp. 485-486            (5c) pp. 460-461, 481            (5f*) pp. 486-489            (5g*) pp. 570-571</p>	<p>Integrate I &amp; E Standards 1e, 1g and 1l.</p> <p>Integrate I &amp; E Standard 1e.</p> <p>Integrate I &amp; E Standards 1e, 1g and 1l.</p>

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**Chemistry**  
**Instructional Component 3**

**Standards for Instructional Component 3**

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:
- Students know* how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
  - Students know* chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
  - Students know* energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
  - Students know* how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
  - \* *Students know* how to apply Hess's law to calculate enthalpy change in a reaction.
  - \* *Students know* how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.
8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:
- Students know* the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
  - Students know* how reaction rates depend on such factors as concentration, temperature, and pressure.
  - Students know* the role a catalyst plays in increasing the reaction rate.
  - \* *Students know* the definition and role of activation energy in a chemical reaction.
10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:
- Students know* large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
  - Students know* the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
  - Students know* amino acids are the building blocks of proteins.
  - \* *Students know* the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
  - \* *Students know* how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.
  - \* *Students know* the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of

proteins.

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:

- a. *Students know* protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
- b. *Students know* the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by  $E = mc^2$ ) is small but significant in nuclear reactions.
- c. *Students know* some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- d. *Students know* the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
- e. *Students know* alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
- f.\* *Students know* how to calculate the amount of a radioactive substance remaining after an integral number of half lives have passed.
- g.\* *Students know* protons and neutrons have substructures and consist of particles called quarks.

Investigation and Experimentation (I & E) Standards:

I. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content of the other four strands, students should develop their own questions and perform investigations.

Students will:

- a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- b. Identify and communicate sources of unavoidable experimental error.
- c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- d. Formulate explanations by using logic and evidence.
- e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- f. Distinguish between hypothesis and theory as scientific terms.
- g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
- j. Recognize the issues of statistical variability and the need for controlled tests.
- k. Recognize the cumulative nature of scientific evidence.
- l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic

model of the movement of the Sun, Moon, and planets).

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**Standard Set 1 Chemical Thermodynamics**

7a. *Students know* how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

7c. *Students know* energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.

7d. *Students know* how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

7b. *Students know* chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.

7e.\* *Students know* how to apply Hess's law to calculate enthalpy change in a reaction.

7f.\* *Students know* how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

8a. *Students know* the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

8b. *Students know* how reaction rates depend on such factors as concentration, temperature, and pressure.

8d.\* *Students know* the definition and role of activation energy in a chemical reaction.

8c. *Students know* the role a catalyst plays in increasing the reaction rate.

**Standard Set 1 Key Concept - Chemical Thermodynamics**

<b>Analyzed Standards 7a, 7c, 7d</b>	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
7a <ul style="list-style-type: none"> <li>▪ Differentiate between heat and temperature based on an understanding of relative kinetic energies, molecular motion, and direction of heat flow.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (7d) Specific Heat of a Metal p. 115.            (7d) Heats of Reaction p. 123.</p> <p><b>Addison-Wesley In-Text Lab:</b>            (7a) Observing Heat Flow p. 292.            (7d) Heat of Combustion of a Candle p. 319.</p> <p><b>Merrill Chemistry Lab Manual:</b>            (7d) Measuring Specific Heat 3-4 p. 29</p>	Integrate I & E standard 1d.  The Celsius and Kelvin temperature scales can be reviewed here.

<p>7c</p> <ul style="list-style-type: none"> <li>Explain the relationship between phase change and energy flow, and relate energy required for phase changes to intermolecular forces.</li> </ul> <p>7d</p> <ul style="list-style-type: none"> <li>Solve numeric problems (e.g. <math>Q=m(\Delta T)C</math> and <math>Q=m\Delta H</math>) involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.</li> </ul>	<p><b>Modern Chemistry Lab Manual:</b> (7d) Temperature of a Bunsen Burner Flame p.97</p> <p><b>Modern Chemistry In-Text Lab:</b> (7d) Measuring the Specific heats of Metals p.861</p> <p><b>Supplemental Activities/Resources</b> <b>Merrill Chemistry T.E. Demo:</b> (7d) Exothermic Reaction p. 68</p> <p><b>Textbook References</b> <b>Addison-Wesley:</b> (7a) pp.74, 267,293-294 (7c) pp.280, 307 (7d) pp. 295-299, 310</p> <p><b>Merrill Chemistry:</b> (7a) p. 378-390 (7c) p. 352-355, 378-390, 432-434 (7d) p. 63, 65-69</p> <p><b>Modern Chemistry:</b> (7a) p. 511 (7d) p.513</p>	<p>Integrate I &amp; E standard 1d.</p> <p>Integrate I &amp; E standard 1l.</p>
<p><b>Analyzed Standards</b> <b>7b, 7e*,7f*</b></p>	<p><b>Instructional Activities, Resources, and Performance Tasks</b></p>	<p><b>Connections and Notes</b></p>
<p>7b</p> <ul style="list-style-type: none"> <li>Relate the energy change (endothermic/exothermic) that occurs during a chemical reaction to form or break chemical bonds.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b> <b>Addison-Wesley In-Text Lab:</b> (7f*) Enthalpy and Entropy p. 557</p> <p><b>Addison-Wesley T.E. Activity:</b> (7b) Heats of Reactions p. 301</p> <p><b>Merrill Chemistry Lab Manual:</b> (7e*) Measuring The Enthalpy of Reaction (microlab) 27 p. 241</p>	<p>Integrate I &amp; E standard 1d.</p>

<p>7e*</p> <ul style="list-style-type: none"> <li>Calculate enthalpy change in a chemical reaction using Hess' Law.</li> </ul> <p>7f*</p> <ul style="list-style-type: none"> <li>Predict whether a chemical reaction would be spontaneous or not using Gibbs free energy equation.</li> </ul>	<p><b>Modern Chemistry Lab Manual:</b> (7b) Heat of Crystallization p.93</p> <p><b>Modern Chemistry In-Text Lab:</b> (7e*) Calorimetry and Hess's Law p.864</p> <p><b>Supplemental Activities/Resources</b> <b>Merrill Chemistry In-Text Activity:</b> (7f*) Physical and Chemical Thermodynamics (microlab) p. 847</p> <p><b>Modern Chemistry T.E. Demo:</b> (7e*) Hess's Law p.520</p> <p><b>Textbook References</b> <b>Addison-Wesley:</b> (7b) pp.294-295 (7e*) pp.314-318 (7f*) pp.561-565</p> <p><b>Merrill Chemistry:</b> (7b) p. 64-65, 301-319, 686-690 (7e*) p. 689-691 (7f*) p. 698-704</p> <p><b>Modern Chemistry:</b> (7b) p 514-516 (7e*) pp. 517-518 (7f*) pp. 528-529</p>	<p>Integrate I &amp; E standard 1l.</p> <p>Integrate I &amp; E standard 1d, 1i, and 1l.</p>
<p><b>Analyzed Standards</b> <b>8a, 8b, 8d*, 8c</b></p>	<p><b>Instructional Activities, Resources, and Performance Tasks</b></p>	<p><b>Connections and Notes</b></p>

<p>8a</p> <ul style="list-style-type: none"> <li>Explain rate of reaction by observing a change in concentration of reactants or products over time.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>  (8b) Factors Affection Reaction Rates p. 227.  (8b) The Clock Reaction p. 235</p> <p><b>Addison-Wesley In-Text Lab:</b>  (8b) Temperature and Reaction Rates p. 532</p>	<p>Integrate I &amp; E standard 1d and 1i.</p>
<p>8b</p> <ul style="list-style-type: none"> <li>Explain and predict how changes in concentration, temperature, pressure, and surface area affect reaction rates by changing the rate of effective particle collisions.</li> </ul>	<p><b>Merrill Chemistry Lab Manual:</b>  (8b) Lab Manual- Effects of Concentration on Chemical Equilibrium p. 171 and p. 177  (8b) Factors Influencing Reaction Rate p.545</p> <p><b>Modern Chemistry In-Text Lab:</b> Rate of a Chemical Reaction</p> <p><b>Supplemental Activities/Resources</b>  <b>Merrill Chemistry T.E. Demo:</b>  (8a) Nature of Reactants p. 546  (8b) Surface Area Affects Reaction Rate p. 548</p>	<p>Integrate I &amp; E standard 1d and 1i.</p>
<p>8d*</p> <ul style="list-style-type: none"> <li>Explain what activation energy is and its role in chemical reactions.</li> <li>Describe catalysts as substances that change activation energy as both promoters and inhibitors.</li> </ul>	<p><b>Textbook References</b>  <b>Addison-Wesley:</b>  (8a) pp.533-535  (8b) pp.536-537  (8d) pp.535-536  (8c) pp.537-538</p> <p><b>Merrill Chemistry:</b>  (8a, 8b, 8d*) pp. 543-571</p> <p><b>Modern Chemistry:</b>  (8a) p. 538  (8b) pp. 538-540  (8d*) pp. 533-535, 540-541</p>	<p>Activation energy can be thought of as running or pushing a barrel up the hill on the reactant side in order to be able to slide down the product side.</p>

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**Standard Set 2 Organic Chemistry**

10b. *Students know* the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

10d.\* *Students know* the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.

10e.\* *Students know* how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.

10a. *Students know* large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.

10c. *Students know* amino acids are the building blocks of proteins.

10f.\* *Students know* the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

**Standard Set 2 Key Concept - Organic Chemistry**

<b>Analyzed Standards 10b, 10d*, 10e*, 10a, 10c, 10f*</b>	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
10b <ul style="list-style-type: none"> <li>▪ Recognize that carbon is associated with four bonds, either single, double or triple, and this variety in bonding results in myriad combinations of carbon-containing compounds.</li> </ul>	<p><b>In-Text Labs and Lab Manual</b>  <b>Addison-Wesley Lab Manual:</b>            (10d*) Hydrocarbons: A Structural Study p. 307            (10e*) Esters of Carboxylic Acids p. 315</p> <p><b>Addison-Wesley In-Text Lab:</b>            (10f*) The Egg: A Biochemical Storehouse p. 820.</p> <p><b>Modern Chemistry Lab Manual:</b>            (10b) Carbon p.135            (10a) Polymers p.147</p> <p><b>Modern Chemistry In-Text Lab:</b></p>	

Analyzed Standards 10b, 10d*, 10e*, 10a, 10c, 10f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>10d*</p> <ul style="list-style-type: none"> <li>▪ Name and categorize the ten simplest hydrocarbons and isomers that contain single bonds</li> <li>▪ Name and categorize hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.</li> </ul> <p>10e*</p> <ul style="list-style-type: none"> <li>▪ Recognize and differentiate between functional groups: alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.</li> </ul>	<p>(10a) Peptide bonds p.888</p> <p><b>Supplemental Activities/Resources</b>  <b>Addison-Wesley In-Text Activity:</b>  (10d*) Dissolve It p. 742  (10a) Polymers p. 801  (10f*) Making a Polymer p. 772</p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b>  (10 b) pp.455-459, 743-744  (10d*) pp.745-761  (10e*) pp. 773-791  (10a) pp.795, 814, 816, 824  (10c) pp. 815-817  (10f*) 815-816 (no R-groups)</p> <p><b>Merrill Chemistry:</b>  (10b) pp. 321-343  (10d*) p.739-762  (10 e*) p. 754-761  (10a) p. 73-90  (10c) p. 781  (10f*) p. 781-783</p> <p><b>Modern Chemistry:</b></p>	

Analyzed Standards 10b, 10d*, 10e*, 10a, 10c, 10f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>10a</p> <ul style="list-style-type: none"> <li>▪ Recognize and associate repetitive combinations of subunits to the appropriate polymer, including proteins, nucleic acids, and starches</li> </ul> <p>10c</p> <ul style="list-style-type: none"> <li>▪ Describe proteins as large, single-stranded polymers of amino acids linked by peptide bonds.</li> </ul> <p>10f*</p> <ul style="list-style-type: none"> <li>▪ Identify the R-group structure of amino acids and recognize their role in the formation of dipeptide, tripeptide, and polypeptide bonds.</li> </ul>	<p>(10b) pp. 629-630  (10d*) pp. 631-632, 652-653  (10e*) pp. 663-681  (10a) pp. 685-691  (10c) pp. 761-762</p>	



Analyzed Standards 11a, 11c, 11d, 11e, 11f*	Instructional Activities, Resources, and Performance Tasks	Connections and Notes
<p>11d</p> <ul style="list-style-type: none"> <li>▪ Describe alpha, beta, and gamma radiation, and write equations illustrating alpha, beta, and gamma radioactive decay, including any nuclear changes and products.</li> </ul> <p>11e</p> <ul style="list-style-type: none"> <li>▪ Differentiate the characteristics (e.g., penetrating ability) of alpha, beta, and gamma radiation, and explain consequences of exposure.</li> </ul> <p>11f*</p> <ul style="list-style-type: none"> <li>▪ Calculate the amount of radioactive substance remaining after an integral number of half-lives have passed.</li> </ul>	<p><b>Merrill Chemistry:</b>  (11a) p. 90-91  (11c) pp 92-103  (11d) p. 717-723  (11e) p. 92  (11f*) p. 723-724</p> <p><b>Modern Chemistry:</b>  (11a) pp. 701-702  (11c) pp. 702-703, 705  (11d) pp. 706-707  (11f*) p. 708</p>	<p>The alpha particle is simply a helium nucleus.</p> <p>Integrate I &amp; E standard 11.</p>

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**Standard Set 4 Nuclear Energy**

11b. *Students know* the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by  $E = mc^2$ ) is small but significant in nuclear reactions.

**Standard Set 4 Key Concept - Nuclear Energy**

<b>Analyzed Standards 11b</b>	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
11b <ul style="list-style-type: none"> <li>▪ Differentiate the processes of fusion and fission, and explain why nuclear reactions release much more energy than chemical reactions, as determined by <math>E=mc^2</math></li> </ul>	<p><b>In-Text Labs and Lab Manual</b></p> <p><b>Supplemental Activities/Resources</b></p> <p><b>Textbook References</b>  <b>Addison-Wesley:</b> pp.853-856  <b>Merrill Chemistry:</b> p. 714-715, 729-732  <b>Modern Chemistry:</b> pp. 717-719</p>	Integrate I & E standard 1d.

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**Standard Set 5 Particle Physics**

11g.\* *Students know* protons and neutrons have substructures and consist of particles called quarks.

**Standard Set 5 Key Concept - Particle Physics**

<b>Analyzed Standards 11g*</b>	<b>Instructional Activities, Resources, and Performance Tasks</b>	<b>Connections and Notes</b>
11g* <ul style="list-style-type: none"><li>▪ Describe protons and neutrons as consisting of smaller particles called quarks.</li></ul>	<b>In-Text Labs and Lab Manual</b>  <b>Supplemental Activities/Resources</b>  <b>Textbook References</b> <b>Merrill Chemistry: p. 90-91</b>	

Los Angeles Unified School District  
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**SEQUENCE OF ENGLISH/LANGUAGE ARTS COURSES  
 SENIOR HIGH SCHOOL  
 GRADES 9-12**

	<b>Grade 9</b>	<b>Grade 10</b>
<b>B Requirement Core Courses</b>	English 9AB <sup>1</sup> – 230107/230108	English 10AB – 230109/230110
<b>Academic Intervention Courses</b>	Academic Literacy for High School 9AB – 231131/231132  Enhancing Literacy 9AB – 231141/231142  Strategic Literacy (DRWC*) 1AB – 230141/230142 (9 <sup>th</sup> Grade only; Course codes for elective period of DRWC; must be blocked with English 9AB)  Strategic Literacy (DRWC*) 2AB – 230143/230144 (Course codes for elective period of DRWC; must be blocked with English 9AB)  Developing Reading Skills Across the Curriculum AB – 350211/350212  Basic Reading High School AB – 350104/350105  (*See DRWC PLACEMENT MEMORANDUM)	Academic Literacy for High School 10AB – 231133/231134  Enhancing Literacy 10AB – 231143/231144  College Preparatory English Seminar AB – 230123/230124  Strategic Literacy (DRWC*) 2AB – 230143/230144 (Grade 9 elective open to grade 10 and optionally paired with Literacy for Knowledge (DRWC*) AB – 230145/230146)  Developing Reading Skills Across the Curriculum AB – 350211/350212  Basic Reading High School AB – 350104/350105  (See DRWC PLACEMENT MEMORANDUM)
<b>G Requirement Elective Courses</b>	Journalism 1AB – 230503/230504  Humanities AB – 230903/230904	Speech AB – 230805/230806  Journalism 1AB – 230503/230504  Journalism 2AB – 230505/230506
<b>Elective Courses - For Graduation Credit Only</b>	Broadcast Journalism 1AB – 230619/230620	Broadcast Journalism 1AB – 230619/230620  Broadcast Journalism 2AB – 230621/230622
<b>Summer/ Intersession Academic Intervention Courses – DRWC</b>	Literacy Connections 1AB – 232511/232512  Literacy Connections 2AB – 232513/232514	Literacy Connections 2AB – 232513/232514

<sup>1</sup>. For students meeting specific placement criteria, English as a Second Language (ESL) is substituted in place of the required two-semester core English/Language Arts course.

Los Angeles Unified School District  
Secondary Literacy Branch

**SEQUENCE OF ENGLISH/LANGUAGE ARTS COURSES  
SENIOR HIGH SCHOOL**

	<b>Grade 11</b>	<b>Grade 12</b>	
<b>B Requirement Core Courses</b>	<p>One (1) Semester of American Literature and Composition* – 230111 <i>and</i> One (1) Semester of Contemporary Composition* – 230201 -----or----- American Authors and Composition AB* – 230115/230116</p>	<p>One (1) Semester of one of the B Requirement Electives at the right * <i>and</i> One (1) Semester of either Expository Composition* – 230205, Advanced Composition* – 230207, or ERWC A* – 230231  -----or----- Expository Reading and Writing AB* – 230231/230232</p>	<p><b>B Requirement Semester Elective Courses</b> African American Literature – 230405 Asian Literature – 230407 English Literature – 230413 Great Books – 230417 Literary Analysis – 230419 Literature of Minorities in America – 230421 Mexican American Literature – 230423 Modern Dramatic Literature – 230427 Modern Literature – 230425 Popular Literature – 230113 Science Fiction Literature – 230433 Shakespeare – 230435 World Literature – 230437 Women in Literature -230439</p>
<b>Academic Intervention Courses</b>	<p>Essential Standards in English/Language Arts – 230227 Developing Reading Skills Across the Curriculum AB – 350201/350202  Basic Reading Middle School AB – 350101/350102</p>	<p>Senior English Seminar – 230444  Developing Reading Skills Across the Curriculum AB – 350201/350202  Basic Reading Middle School AB – 350101/350102</p>	
<b>Advanced Placement Courses</b>	<p>Advanced Placement English: Language &amp; Composition AB – 230125/230126  Advanced Placement English: Literature &amp; Composition AB – 230117/230118</p>		
<b>G Requirement Elective Courses (Note: B Requirement Courses may also be used to fulfill the G Requirement for electives.)</b>	<p><u>Semester Courses:</u> Advanced Speech – 230807 Screen and Play Writing – 230631 Bible as Literature – 230409 <u>Year-long Courses</u> Humanities AB – 230903/230904 Journalism 1AB – 230503/230504 Journalism 2AB – 230505/230506 Speech AB – 230805/230806 Writer’s Seminar AB – 230221/230222</p>		
<b>Elective Courses (Graduation Credit Only)</b>	<p><u>Year-long Courses</u> Professional Reading and Writing – 230229/230230 Journalism 3AB – 230509/230510 Broadcast Journalism 1AB – 230619/230620 Broadcast Journalism 2AB – 230621/230622</p>		

\*Honors or Advanced Placement equivalents may be substituted for these courses. 11<sup>th</sup> and 12<sup>th</sup> grade Honors and AP Courses which have been approved by the University of California Office of the President (UCOP) earn A = 5, = 4, C = 3 for requirements for admission to the University of California. Verification of course approval can be found on the UCOP website at <https://doorways.ucop.edu/list>.

**HIGH SCHOOL**  
**English/Language Arts**  
**COURSES**  
**Grades 9-12**

# **High School Core English Courses**

**English 9AB**  
**(Annual Course – Grade 9)**

**230107 ENGLISH 9A**

**230108 ENGLISH 9B**

**Course Description**

The major purpose of this course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the ninth grade are expected to read one and one-half million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

English 9AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author’s intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. English 9 AB meets the basic ninth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

**COURSE SYLLABUS**

**Standards Sets Attached**

**Instructional Component 1 – Persuasion**

**Scope and Sequence (8 to 12 weeks)**

Instructional Component 1 identifies and groups key skills and concepts in the area of persuasion. To engage in academic conversations and writing, students will read a rich selection of texts to analyze those that employ propositions and support patterns. They will also evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, examining the comprehensiveness of evidence, and analyzing the way in which the author’s intent affects the structure and tone of the text. Students will also be asked to extend ideas in primary or secondary sources through original analysis, evaluation, and elaboration. Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers’ concerns, counterclaims, biases, and expectations. Students will utilize appropriate forms of evidence and citation formats. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make a persuasive argument compelling, how the author’s use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author use to build an argument.

### **Instructional Component 2 – Exposition**

#### **Scope and Sequence (8 to 12 weeks)**

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition. Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. They will synthesize the content from several sources from a single author dealing with a single subject. Students will paraphrase ideas and connect them to other sources and related topics to demonstrate comprehension. They will also extend ideas through original analysis, evaluation, and elaboration. Students will also be expected to write expository compositions and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between the relative value and significance of specific data, facts, and ideas. Students will engage in research and utilize appropriate forms of evidence and citation formats. These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information.

### **Instructional Component 3 – Literary Analysis**

#### **Scope and Sequence (8 to 12 Weeks)**

Instructional Component 3 identifies and groups key skills and concepts in the area of literary analysis in various genres. Students will analyze literature in a more sophisticated manner such as elements of character; interactions among and between characters and plot, time and sequence; comparison of universal themes in several works; literary elements such as figurative language, allegory, and symbolism; ambiguities, contradictions, and ironies in text; and voice or persona. Students will be asked to identify and use the literal and figurative meanings of words and understand word derivations, articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature, compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic, as well as compare works that express a universal theme and provide evidence to support the ideas expressed in each work. Students are to analyze the way in which a work of literature is related to the themes and issues of its historical period.

To understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. The primary genre foci in the ninth grade literary analysis component are essay, short story and drama; secondary focus is placed on poetry. The preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. Students are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. They learn to support important ideas and viewpoints through accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices and the effects created. They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within a text.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.
- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Los Angeles Unified School District  
*Secondary Literacy Branch*

- Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Write persuasive compositions, expository compositions, and responses to literature; write on-demand essays.
- Deliver persuasive arguments, expository presentations, and oral responses to literature.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 9 which includes the 9<sup>th</sup> *Grade Modules*

**District Approved Texts and Instructional Resources**

- *Perspectives in Multicultural Literature*, Third Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplemental district approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## 9<sup>th</sup> GRADE STANDARDS SET 1– PERSUASION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 2.5</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p><b>R 2.8</b> Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</p> <p><b>W 2.4</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>a. Structure ideas and arguments in a sustained and logical fashion.</li> <li>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</li> <li>d. Address readers’ concerns, counterclaims, biases, and expectations.</li> </ol> <p><b>SA 2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ol style="list-style-type: none"> <li>a. Structure ideas and arguments in a coherent, logical fashion.</li> <li>b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>d. Anticipate and address the listener’s concerns and counterarguments.</li> </ol>	<p><b>R 1.2</b> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p><b>R 2.3</b> Generate relevant questions about readings on issues that can be researched.</p> <p><b>R 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>R 3.8</b> Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p><b>LS 1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p><b>LS 1.3</b> Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><b>SA 2.6</b> Deliver descriptive presentations:</p> <ol style="list-style-type: none"> <li>a. Establish clearly the speaker’s point of view on the subject of the presentation.</li> <li>b. Establish clearly the speaker’s relationship with that subject (e.g., dispassionate observation, personal involvement).</li> <li>c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.</li> </ol>	<p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.2</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p><b>W 1.6</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.9</b> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.</p>

## 9<sup>th</sup> GRADE STANDARDS SET 2– EXPOSITION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>R 2.5</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p><b>W 2.3</b> Write expository compositions, including analytical essays and research reports:</p> <ol style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</li> <li>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ol> <p><b>SA 2.2</b> Deliver expository presentations:</p> <ol style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</li> <li>e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ol>	<p><b>R 1.2</b> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p><b>R 2.1</b> Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> <p><b>R 2.2</b> Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p><b>R 2.3</b> Generate relevant questions about readings on issues that can be researched.</p> <p><b>R 2.6</b> Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</p> <p><b>R 2.7</b> Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p> <p><b>R 2.8</b> Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p><b>R 3.2</b> Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p><b>W 1.2</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p><b>W 1.7</b> Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p><b>LS 1.2</b> Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p><b>LS 1.7</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p><b>SA 2.3</b> Apply appropriate interviewing techniques:</p> <ol style="list-style-type: none"> <li>a. Prepare and ask relevant questions.</li> <li>b. Make notes of responses.</li> <li>c. Use language that conveys maturity, sensitivity, and respect.</li> <li>d. Respond correctly and effectively to questions.</li> <li>e. Demonstrate knowledge of the subject or organization.</li> <li>f. Compile and report responses.</li> </ol>	<p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.3</b> Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p>

## 9<sup>th</sup> GRADE STANDARDS SET 3– LITERARY ANALYSIS

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p><b>R 3.12</b> Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p><b>W 2.2</b> Write responses to literature:</p> <ol style="list-style-type: none"> <li>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</li> <li>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ol> <p><b>SA 2.4</b> Deliver oral responses to literature:</p> <ol style="list-style-type: none"> <li>a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</li> <li>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ol>	<p><b>R 1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p><b>R 3.1</b> Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p><b>R 3.2</b> Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p><b>R 3.3</b> Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p><b>R 3.6</b> Analyze and trace an author’s development of time and sequence, including the use of complex literacy devices (e.g., foreshadowing, flashbacks).</p> <p><b>R 3.7</b> Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 2.1</b> Write biographical or autobiographical narratives or short stories:</p> <ol style="list-style-type: none"> <li>a. Related a sequence of events and communicate the significance of the events to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character’s feelings.</li> <li>d. Pace the presentation of actions to accommodate changes in time and mood.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ol> <p><b>SA 2.1</b> Deliver narrative presentations:</p> <ol style="list-style-type: none"> <li>a. Narrate a sequence of events and communicate their significance to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</li> <li>d. Pace the presentation of actions to accommodate time or mood changes.</li> </ol>	<p><b>R 1.3</b> Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.2</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p><b>W 1.6</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><b>LS 1.11</b> Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

## **English 10AB**

**(Annual Course – Grade 10)**

**Prerequisite: English 9AB**

**230109 English 10A**

**230110 English 10B**

### **Course Description**

The major purpose of this course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the tenth grade are expected to read one and one-half million words of annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

English 10AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will generate relevant questions about readings on issues and engage in research. Students will also write persuasive essays and deliver persuasive presentations. In the exposition instructional component, students will read expository texts and use what they have learned to establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing. They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. During the literary analysis component, students will read literary texts (e.g., short stories, poetry, and longer works, including novels), recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature. English 10AB meets the basic tenth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

## **COURSE SYLLABUS**

**Complete Standards Sets Attached**

### **Instructional Component 1 – Persuasion**

#### **Scope and Sequence (8 to 12 weeks)**

Instructional Component 1 identifies and groups key skills and concepts in the area of persuasion. Students will read a rich selection of texts to analyze those that employ propositions and support patterns. They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text. Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases, and expectations. Students will engage in academic conversations and discussions to enhance their learning. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make persuasive argument compelling, how an author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author to build an argument.

### **Instructional Component 2 – Exposition**

#### **Scope and Sequence (8 to 12 weeks)**

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition. Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. They will synthesize the content from several sources from a single author dealing with a single subject. Students will paraphrase ideas and connect them to other sources and related topics to demonstrate comprehension. They will also extend ideas through original analysis, evaluation, and elaboration. Students will also be expected to write expository compositions and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between the relative value and significance of specific data, facts, and ideas. To write effective expository compositions, students will engage in research, marshal evidence, and utilize appropriate forms of evidence and citation formats. These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information.

### **Instructional Component 3 – Literary Analysis**

#### **Scope and Sequence (8 to 12 Weeks)**

Instructional Component 3 identifies and groups key skills and concepts in the area of literary analysis in various genres. Students will analyze literature in a more sophisticated manner such as elements of character; interactions among and between characters and plot, time and sequence; comparison of universal themes in several works; literary elements such as figurative language, allegory, and symbolism; ambiguities, contradictions, and ironies in text; and voice or persona. Students will be asked to articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature. They will also compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. Students will analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot, and recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism. Students will also explain how voice, persona, and the choice of a narrator affect characterization, tone, plot, and credibility of a text. Using the terminology of literary criticism, they will also evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

In order to understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. The primary genre foci in the tenth grade literary analysis component are short stories, poetry, and longer works, including novels. The preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. Students will also develop and integrate deep content knowledge of within and across genres through literary apprenticeship in which they are asked to read, write, think, discuss, and problem solve like writers, novelists, poets, and literary scholars and critics. They are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. Students learn to support important ideas and viewpoints through accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices and effects created. They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within a text.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.

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- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Write persuasive compositions, expository compositions, and responses to literature; write on-demand essays.
- Deliver persuasive arguments, expository presentations, and oral responses to literature.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.
- Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the content.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grades 10 which includes the *10<sup>th</sup> Grade Unit Lessons*

**District Approved Texts and Instructional Resources**

- *Perspectives in Multicultural Literature*, Fourth Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding District approved novel(s) and complete works
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## 10<sup>th</sup> GRADE STANDARDS SET 1– PERSUASION

Focus Standards	Access Standards	Support Standards
<p><b>R 2.8</b> Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</p> <p><b>W 2.4</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>a. Structure ideas and arguments in a sustained and logical fashion.</li> <li>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</li> <li>d. Address readers’ concerns, counterclaims, biases, and expectations.</li> </ol> <p><b>SA 2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ol style="list-style-type: none"> <li>a. Structure ideas and arguments in a coherent, logical fashion.</li> <li>b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>d. Anticipate and address the listener’s concerns and counterarguments.</li> </ol>	<p><b>R 1.2</b> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p><b>R 2.3</b> Generate relevant questions about readings on issues that can be researched.</p> <p><b>R 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 2.5</b> Write business letters:</p> <ol style="list-style-type: none"> <li>a. Provide clear and purposeful information and address the intended audience appropriately.</li> <li>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</li> <li>c. Highlight central ideas or images.</li> <li>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.</li> </ol> <p><b>LS 1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p><b>LS 1.3</b> Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p><b>LS 1.5</b> Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p><b>LS 1.10</b> Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.</p> <p><b>LS 1.13</b> Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p>	<p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.9</b> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.</p> <p><b>LS 1.11</b> Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

## 10<sup>th</sup> GRADE STANDARDS SET 2– EXPOSITION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>R 2.5</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p><b>W 2.3</b> Write expository compositions, including analytical essays and research reports:</p> <ol style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</li> <li>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ol> <p><b>SA 2.2</b> Deliver expository presentations:</p> <ol style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</li> <li>e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ol>	<p><b>R 2.2</b> Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p><b>R 2.3</b> Generate relevant questions about readings on issues that can be researched.</p> <p><b>R 2.8</b> Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p><b>R 3.2</b> Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p><b>W 1.3</b> Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p><b>W 1.6</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>W 1.7</b> Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p><b>W 2.6</b> Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <ol style="list-style-type: none"> <li>a. Report information and convey ideas logically and correctly.</li> <li>b. Offer detailed and accurate specifications.</li> <li>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</li> <li>d. Anticipate readers' problems, mistakes, and misunderstandings.</li> </ol> <p><b>LS 1.2</b> Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p><b>LS 1.7</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p><b>LS 1.8</b> Produce concise notes for extemporaneous delivery.</p> <p><b>SA 2.3</b> Apply appropriate interviewing techniques:</p> <ol style="list-style-type: none"> <li>a. Prepare and ask relevant questions.</li> <li>b. Make notes of responses.</li> <li>c. Use language that conveys maturity, sensitivity, and respect.</li> <li>d. Respond correctly and effectively to questions.</li> <li>e. Demonstrate knowledge of the subject or organization.</li> <li>f. Compile and report responses.</li> </ol>	<p><b>W 1.8</b> Design and publish documents by using advanced publishing software and graphic programs.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><b>LS 1.6</b> Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.</p>

## 10<sup>th</sup> GRADE STANDARDS SET 3– LITERARY ANALYSIS

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 3.3</b> Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p><b>R 3.11</b> Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p><b>W 2.2</b> Write responses to literature:</p> <ol style="list-style-type: none"> <li>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</li> <li>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ol> <p><b>SA 2.4</b> Deliver oral responses to literature:</p> <ol style="list-style-type: none"> <li>a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</li> <li>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ol>	<p><b>R 3.1</b> Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p><b>R 3.2</b> Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p><b>R 3.4</b> Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p><b>R 3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p><b>R 3.6</b> Analyze and trace an author’s development of time and sequence, including the use of complex literacy devices (e.g., foreshadowing, flashbacks).</p> <p><b>R 3.7</b> Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p><b>R 3.8</b> Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p><b>R 3.9</b> Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p><b>R 3.10</b> Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 2.1</b> Write biographical or autobiographical narratives or short stories:</p> <ol style="list-style-type: none"> <li>a. Related a sequence of events and communicate the significance of the events to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character’s feelings.</li> <li>d. Pace the presentation of actions to accommodate changes in time and mood.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ol> <p><b>LS 1.12</b> Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.</p> <p><b>LS 1.14</b> Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s <i>Henry V</i> with Kenneth Branagh’s 1990 film version).</p> <p><b>SA 2.1</b> Deliver narrative presentations:</p> <ol style="list-style-type: none"> <li>a. Narrate a sequence of events and communicate their significance to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</li> <li>d. Pace the presentation of actions to accommodate time or mood change.</li> </ol>	<p><b>R 1.3</b> Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><b>LS 1.11</b> Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

# **Grade 11**

## **Semester – Literature**

**American Literature and Composition**  
(Semester Course – Grade 11)

**B Elective**

**Prerequisite: English 10AB**

**230111 Am Lit Comp**

**Course Description**

American Literature and Composition is a semester-long reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles.

In this course, there is a concentrated focus on writing. American Literature and Composition includes a new composition introduced in eleventh grade, the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade year. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. This course meets one semester of the basic eleventh-grade English requirement for graduation and satisfies a B Requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 11**

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

**R 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:

- a. Trace the development of American literature from the colonial period forward.

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- b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of historical period that shaped the characters, plots, and settings.

**R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**Grade 11**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 11**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# **Grade 11 Semester Courses – Composition**

**Contemporary Composition  
(Semester Course – Grade 11)**

**B Elective**

**Prerequisite: English 10AB**

**230201 CONTEMP COMP**

**Course Description**

The major purpose of this standards-aligned semester course is to explore ideas, issues, and themes from contemporary fiction, nonfiction, and informational materials and to focus on writing coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature, expository, and visual texts through different lenses and various perspectives to investigate personal, American, and global views on current events, issues, and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of high interest, rigorous, and relevant contemporary texts including magazines, newspapers, and online articles.

In this course, there is a concentrated focus on writing. Two new compositions are introduced in the eleventh grade: reflective composition and historical investigation. Reflective compositions require the student to explore the significance of a personal experience, event, or concern, while maintaining an appropriate balance between describing the incident and relating it to a more abstract idea. The historical investigation report requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each, including timed writing. This course fulfills a B requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 11**

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

**Writing**

**Grade 11**

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.2** Use point of view, characterization, style (e.g., use of irony), and related

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elements of specific rhetorical and aesthetic purposes.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures, and the issuance of a call for action).

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

**W 1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.1** Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives and sensory details.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 11**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect.

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**SA 2.2** Deliver oral reports on historical investigations:

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- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents, their appeal to both friendly and hostile audiences, and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze and interpret visual arguments in political cartoons and other persuasive visual texts.
- Write narratives, literary analyses, reflective compositions, and historical investigation reports.
- Deliver oral responses to literature, narratives, reflective presentations, reports on historical investigations, and multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts

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- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# **Grade 11 Year-Long Courses – Literature and Composition**

**American Authors and Composition AB**  
**(Annual Course – Grade 11)**

**B Elective**

**Prerequisite: English 10AB**

**230115 AUTH COMP A**

**230116 AUTH COMP B**

**Course Description**

The major purpose of this standards-aligned elective course is to focus on reading and writing about American authors through the study of literary types: nonfiction, short story, poetry, drama, and novels. Unlike the chronological structure of American Literature and Composition/Contemporary Composition, American Authors AB requires teachers to organize instruction that expects students to analyze the political, religious, ethical, and social influences and relate these influences to the major issues of various eras as they read each of the literary types. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature from different lenses (e.g., Marxist, feminist, deconstructivist, gender and cultural studies). American Authors and Composition AB can replace the sequence of American Literature and Composition/ Contemporary Composition; it must be programmed as a year long integrated course.

In this course, there is a concentrated focus on writing. American Authors and Composition includes a new composition introduced in eleventh grade, the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. The writing standards require students to write essays that respond to literature at a sophisticated level, content and depth. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. This course fulfills a B requirement of the UC/CSU Subject Area Requirements.

**Complete Standards Set Attached**

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

**Assessments**

- Teacher-designed quizzes and tests

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- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Grade Eleven**  
**English-Language Arts Content Standards**

**Reading**

**R 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

***Vocabulary and Concept Development***

**R 1.1** Trace the etymology of significant terms used in political science and history.

**R 1.3** Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

**R 2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

***Structural Features of Informational Materials***

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

***Comprehension and Analysis of Grade-Level-Appropriate Text***

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

***Expository Critique***

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

### **R 3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

#### ***Structural Features of Literature***

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

#### ***Narrative Analysis of Grade-Level-Appropriate Text***

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

**R 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:

- a. Trace the development of American literature from the colonial period forward.
- b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

#### ***Literary Criticism***

**R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

### **Writing**

#### **W 1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### ***Organization and Focus***

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

#### ***Research and Technology***

**W 1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**W 1.7** Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

**W 1.8** Integrate databases, graphics, and spreadsheets into word-processed documents.

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***Evaluation and Revision***

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

**W 2.1** Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places
- c. Describe with concrete sensory details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**W 2.6** Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

**LC 1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

**LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**LC 1.3** Reflect appropriate manuscript requirements in writing.

**Listening and Speaking**

**LS 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

**Comprehension**

**LS 1.1** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

**LS 1.3** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

**Organization and Delivery of Oral Communication**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**LS 1.7** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

**LS 1.8** Use effective and interesting language, including:

- a. Informal expressions for effect.
- b. Standard American English for clarity.
- c. Technical language for specificity.

**LS 1.9** Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

**LS 1.10** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

**Analysis and Evaluation of Oral and Media Communications**

**LS 1.11** Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

**SA 2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important

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- beliefs or generalizations about life.
  - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- SA 2.2** Deliver oral reports on historical investigations:
- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- SA 2.3** Deliver oral responses to literature:
- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
  - b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
  - c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- SA 2.4** Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.
- SA 2.5** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

**Grade 12**  
**Year Long Courses –**  
**Reading/ Literature and Composition**

**Expository Reading and Writing AB**  
(Annual Course – Grade 12)

**B Requirement**

**Prerequisite: American Literature and Composition/Contemporary Composition or American Authors AB**

**230231 ERWC A**

**230232 ERWC B**

**Course Description**

The major purpose of this year-long course is to prepare students for the literacy demands of college and the world of work. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own that will transition them into adult reading. They will also apply and refine their command of the writing process, writing conventions, and rhetorical strategies to produce texts of at least 1,500 words each. Expository Reading and Writing Course fulfills a B requirement of the UC/CSU Subject Area Requirements.

**COURSE SYLLABUS**

**Scope and Sequence**

This year-long English course, developed by a collaborative group of California State University and high school faculty, is designed to help students meet the expectations of college and university faculty, meet the California English/Language Arts Content Standards, and develop literacy skills critical to lifelong participation to the worlds of work and community. These modules, many of which include informal writing throughout the process, move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments. The modules in the sequence of lessons in Expository Reading and Writing provide a recursive approach to the teaching of reading and writing that aims to support students’ developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the diverse communities where they live and work.

The instructional modules are organized by semester. Most modules include multiple text selections on a topic, often representing different genres and perspectives. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. Two modules include full-length works—a work of non-fiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, grammar, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module by presenting a process for helping students read, comprehend, and respond to non-fiction texts.

### **ERWC Instructional Modules Semester One**

#### **Assignment 1: Fast Food: Who's To Blame?**

"Fast Food—Who's to Blame?" is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum, it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic.

#### **Assignment 2: Going For the Look**

"Going for the Look" is based on a single newspaper article about a lawsuit accusing companies of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write a sample Early Placement Test timed essay (persuasive) or an out-of-class text-based essay (argumentative).

#### **Assignment 3: The Rhetoric of the Op-Ed Page - Ethos, Pathos, and Logos**

This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin about animal behavior. The culminating writing assignment is a letter to the editor in response to the Rifkin article.

#### **Assignment 4: The Value of Life**

This assignment asks students to synthesize their understanding of Hamlet's "To be or not to be" soliloquy, an excerpt from Lance Armstrong's "It's Not About the Bike," an article by Amanda Ripley on the aftermath of 9/11, and a life insurance tool, "The Human Life Value Calculator." Students are asked to add their voices to the discussion by creating a well-developed response to these sources (text-based academic essay).

#### **Assignment 5: Racial Profiling**

This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essay on a similar topic.

#### **Assignment 6: Juvenile Justice**

"Juvenile Justice" is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the rhetorical stances of different authors and synthesize their arguments in a text-based academic essay (argumentative).

#### **Assignment 7: Into the Wild (Appendix)**

Students read, write, and discuss the non-fiction, full-length work, *Into the Wild*, by Jon Krakauer, published in 1996. Engaging students in this biography/story, based on Karkauer's investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and begin to understand something of the complexity of maturity. Students conclude the assignment by writing a text-based academic essay on one of a number of themes Krakauer presents.

### **ERWC Instructional Modules Semester Two**

#### **Assignment 1: Bring a Text You Like to Class**

This assignment sequence builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence students work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. A sample of music lyrics by a group called Black Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students.

#### **Assignment 2: Language, Gender, and Culture**

The "Language, Gender, and Culture" assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay.

#### **Assignment 3: Left Hand of Darkness**

*The Left Hand of Darkness* is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folk tales, and other genre-bending texts, which allow students to extend the analytical and pedagogical techniques of the assignment template to a full-length literary work. For the culminating task, students write an extended argumentative essay.

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**Assignment 4: The Politics of Food**

This assignment is based on two articles on the production and consumption of food. The articles were written over ten years apart and have similar concerns: the health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions.

**Assignment 5: Justice: Childhood Love Lessons**

This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response.

**Complete Standards Set Attached**

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze and apply organizational patterns, arguments, and positions advanced in expository texts.
- Write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument that demonstrates awareness of audience; reflect appropriate manuscript requirements in writing.
- Demonstrate the purpose and the stages of progression through the writing process.
- Combine the rhetorical strategies of narration, exposition, persuasion, and description in writing reflective compositions, responses to literature, and expository compositions.
- Make warranted and reasonable assertions about the author's arguments, critique the validity of arguments and their appeal to audiences, and critique the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments; revise and edit writing for formal and informal publication.
- Deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* as well as other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective.
- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Examine models of effective academic, professional, and business writing and speaking: college application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**Assessments**

- Teacher-created quizzes and tests
- Essays and other student written texts
- Oral presentations
- Released university English placement tests

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Required: *Expository Reading and Writing Course, Student Texts and Materials*, Semesters 1 and 2
- Required: *Expository Reading and Writing Course, Teacher Texts and Materials*, Semesters 1 and 2

**Recommended Texts and Instructional Resources**

- District approved standards-based textbook and corresponding district approved novel(s) and complete works
- Supplementary texts (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)

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- *Focus on English*, California State University English Placement Test, Office of the Chancellor

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Grade Twelve  
English-Language Arts Content Standards**

**Reading**

**R 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

***Vocabulary and Concept Development***

**R 1.2** Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

**R 1.3** Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

**R 2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

***Comprehension and Analysis of Grade-Level-Appropriate Text***

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

***Expository Critique***

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**R 3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

***Structural Features of Literature***

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

***Narrative Analysis of Grade-Level-Appropriate Text***

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

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**R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

**R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

***Literary Criticism***

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**W 1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

***Organization and Focus***

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

**Research and Technology**

**W 1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**W 1.7** Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

**W 1.8** Integrate databases, graphics, and spreadsheets into word-processed documents.

***Evaluation and Revision***

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to

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- other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- W 2.3** Write reflective compositions:
- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- W 2.5** Write job applications and résumés:
- a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - c. Modify the tone to fit the purpose and audience.
  - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- W 2.6** Deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

### **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### **LC 1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

**LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**LC 1.3** Reflect appropriate manuscript requirements in writing.

### **Listening and Speaking**

#### **LS 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

#### **Comprehension**

**LS 1.1** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

**LS 1.2** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

**LS 1.3** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

#### **Organization and Delivery of Oral Communication**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization,

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irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

***Analysis and Evaluation of Oral and Media Communications***

**LS 1.12** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

**LS 1.13** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**LS 1.14** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

**SA 2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**SA 2.5** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

# **Grade 12**

## **Semester Courses – Composition**

**Expository Composition  
(Semester Course – Grade 12)**

**B Requirement**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230205 EXPOS COMP**

**Course Description**

The major purpose of this semester course is to provide experiences in writing that are characterized by logical and coherent organization, clarity of expression, and suitability in style, usage, and the conventions of writing. The student is required to read closely within and across expository and informational genres (e.g., essays, biographies, critiques, précis, and newspaper and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text(s). Emphasis in this course is on expository reading and writing and the essential skills of editing, although the course provides some practice in other domains of writing.

The curriculum of this semester course was developed by a collaborative group of California State University and high school faculty to help students meet the expectations of college and university faculty, meet the California English-Language Arts Content Standards, and develop literacy skills critical to lifelong participation to the worlds of work and community. Students will read one full-length work, engage major research, and participate in multiple readings and discussions of varied genres through a recursive sequence of integrated reading and writing assignments. The interactive reading and writing assignments, many of which include informal writing throughout the process, move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments. The modules in the sequence of lessons in Expository Composition provide a recursive approach to the teaching of reading and writing that aims to support students' developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the diverse communities where they live and work.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Expository Composition fulfills a B requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 12**

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which

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the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

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**LS 1.12** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read a wide variety of complex informational and expository texts, organized around topics or issues.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* and other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective.
- Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Examine models of effective academic, professional, and business writing and speaking: college application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Reflect appropriate manuscript requirements in writing.

### **Assessments**

- Teacher-created quizzes and tests
- Essays and other student-written texts
- Oral presentations

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- Released university English placement tests

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Required: *Expository Reading and Writing Course, Student Texts and Materials*, Semester 1
- Required: *Expository Reading and Writing Course, Teacher Texts and Materials*, Semester 1

**Recommended Texts and Instructional Resources**

- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplementary texts (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)
- *Focus on English*, California State University English Placement Test, Office of the Chancellor

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Advanced Composition  
(Semester Course – Grade 12)**

**B Requirement**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230207            ADV COMP**

**Course Description**

The major purpose of this semester course is to provide advanced and enriched experiences in expository writing characterized by logical and coherent organization, integration of advanced rhetorical strategies, clarity of expression, and suitability of style, usage, and conventions. Student will read within and across expository and informational genres (e.g., essays, biographies, critiques, précis, and news and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, independent research, written expression, an understanding of the text(s). Advanced Composition extends and enriches the curriculum of Expository Composition by connecting major themes to contemporary issues explored in expository and informational text and through in-depth analyses across multiple texts and genres. Emphasis in this course is on expository reading and writing and the essential skills of revision.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Advanced Composition fulfills a B requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

**Writing**

**Grade 12**

- W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the

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purpose, audience, and genre.

**W 2.2** Write responses to (expository text):

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**LS 1.12** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

**LS 1.13** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of

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those to support the thesis.

- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Read a wide variety of complex informational and expository texts and genres, organized around themes, topics, or issues.
- Demonstrate an advanced understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Connect ideas and issues in informational and expository texts to universal themes and additional independent research.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* and other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective and the extent to which it reflects the genre.
- Demonstrate advanced control of grammar, diction, and paragraph and sentence structure and an advanced understanding of English usage.
- Examine models of effective expository academic, professional, and business writing and speaking: application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Reflect appropriate manuscript requirements in writing.

### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

### **District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District approved *Expository Reading and Writing Course, Student Texts and Materials*, Semester 1
- District approved *Expository Reading and Writing Course, Teacher Texts and Materials*, Semester 1
- Supplemental District approved standards-based instructional materials and resources (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# **Grade 12 – Semester Courses – Literature**

**African American Literature  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230405 AFRO-AM LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study selected literature of African American writers. The selected works are organized by genres or themes that explore significant aspects of African American life. This course examines the artistic qualities of the works studied and their contributions to an understanding of the African American experience and the universal human condition. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. African American Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. African American Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5c.** Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

**Writing**

**Grade 12**

- W 2.2** Write responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.

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- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Asian Literature AB**  
**(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

230407 ASIAN LIT

**Course Description**

The major purpose of this standards-aligned semester elective course is to study selected literature and English translations of historically or culturally significant works by Asian, Asian Pacific Islander, and Asian American writers. The course examines the literary, cultural, and historical influences of literature from different regions on the Asian continent and Pacific Islands as well as Asian communities in America through an investigation of universal themes and related political, sociological, and philosophical constructs. Students will have opportunities to analyze literary contributions of Asian and Asian American texts and make connections between the philosophical arguments presented in the works and universal themes through oral and written responses to literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Asian Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Asian Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the

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credibility of characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

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- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**English Literature  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230413      ENG LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study selected literature by British authors. The selected works are organized by genres or themes that explore significant contemporary philosophical, political, religious, ethical, and social influences of historical periods. Students read and respond to historically or culturally significant works of literature. This course examines the artistic qualities of the works studied and their contributions to an understanding of the universal human condition. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. English Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. English Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

**R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.

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- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

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- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Great Books**

**B Elective**

**(Semester Course – Grade 12)**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230417 GREAT BOOKS**

**Course Description**

The major purpose of this course is to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic contributions to American and world literature. Students will study aspects and representative types of novels such as Gothic, picaresque, utopian, adventure, historical, and romance through an examination of specific examples of plot situation, character motivation, and thematic implications. Students will develop an understanding of universal themes across cultural, social, and historical contexts and evaluations of how the influences of the regions and historical eras shaped the characters, plots, and settings. Students will develop and synthesize learning by participating in oral and written responses to literature by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions, cultures, and historical periods. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Great Books includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Great Books fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed

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references to the text and to other works.

- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Explore common themes in literary works of different genres or from different periods.
- Contrast the major literary forms, techniques, and characteristics of different works.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.

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- Relate literary works and authors to the major themes and issues of their eras and demonstrate how literary works reflect the period that shaped them.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of diverse cultural backgrounds.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature and oral reports on historical investigations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Literary Analysis  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230419 LIT ANALYSIS**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study the characteristics of various periods of literary movements through critical reading, writing, and discussion of significant works of literature. Students will analyze the way in which the theme or meaning of a selection represents a view or comment on life or the universal human condition and investigate how the authors' positions have contributed to the quality of each work through the philosophical arguments presented. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Literary Analysis includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Literary Analysis fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.1** Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to

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determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

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- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Literature of Minorities in America  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230421 LIT MIN AMER**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study selected literature of various ethnic groups within the United States and examine their literary, cultural, and historical influences and contributions to a diverse national literary identity. Investigations include political, religious, ethical, and social lenses and their influences on issues of cultural identity, significance of oral history, and embodiments of heritage. Students study the influences of archetypes drawn from myth and tradition to make connections between the philosophical arguments and universal themes. In this analysis, they will examine similarities and differences in customs, beliefs, arts, and literature, and study recurring themes, motifs, patterns, and types of folklore such as legends, fables, tales, and poems found in classical and modern literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Literature of Minorities in America includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Literature of Minorities in America fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine

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whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

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- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Mexican American Literature  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230423 MEX AM LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study selected literature of Mexican American authors. Students will have opportunities to analyze literary contributions of Mexican American Literature and make connections between the philosophical arguments presented in the works and universal themes through oral and written responses to literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Mexican American Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Mexican American Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

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**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

### **District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Modern Dramatic Literature  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230427 MOD DRAMA LIT**

**Course Description**

The major purpose of this standards-aligned semester course is to examine and analyze the historical, social, and cultural forces that influence playwrights and their unique aesthetic contributions to modern American and world dramatic literature (the Victorian era to the present) that reflect and enhance students' studies of history-social science at this level. Students will study six or more historically or culturally significant milestones in drama from Ibsen to the present, including close reading of related texts to support contextual understanding (e.g., biographies, critiques, news and magazine articles, etc.). Students will study the major genres and subgenres of drama (comedy, tragedy, satire, parody, and allegory) through an examination of specific examples of plot situation, character motivation, and thematic implications. Readings focus on the changes in dramatic structure and on the sociological and philosophical background of modern life as illuminated in specific plays. The course includes interpretative readings or performances of scenes for class discussion. Students will develop and synthesize learning by participating in oral and written responses to dramatic literature and by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions, cultures, and historical periods.

In this course, there is an emphasis on writing. Modern Dramatic Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Modern Dramatic Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects

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of the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- d. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**LS 1.7** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.5** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

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**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Explore common themes in historically and culturally significant works of modern dramatic literature of different genres and from different periods.
- Contrast the major literary forms, techniques, and characteristics of different dramatic works.
- Analyze the philosophical arguments presented in dramatic literature to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.
- Relate modern dramatic literature and playwrights to the major themes and issues of modern society and demonstrate how these literary works reflect the periods that shaped them.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through class discussions, oral presentations, and written responses to literature.
- Connect major themes in dramatic literature to ideas and issues explored in informational and expository texts written during and about their historical periods.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of diverse cultural backgrounds.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (plays and other forms of drama, informational materials)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Modern Literature**  
**(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230425 MODERN LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study significant works of the 20<sup>th</sup> century literary movement. The selected works are organized by genre, including mass media, or themes that deepen students' knowledge and understanding of the universal human condition. Students will develop a basis for understanding modern literature through investigations of universal themes across social and historical contexts and evaluations of how the influences of the regions and historical events shaped the discourse across genres. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Modern Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Modern Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

**R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g. Homeric, Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of

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the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Identify major themes and developments in modern literature.

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- Demonstrate how literary works reflect the periods that shaped them.
- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Popular Literature**  
**(Semester Course - Grade 12)**

**B Elective**

**Prerequisite: American Literature and Composition/ Contemporary Composition**

**230113 POP LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic contributions to American and world literature. Students will study aspects and representative genres of popular literature including popular novels, short stories, poems, graphic novels, and texts in digital and audios formats. Students will develop an understanding of recognized works of popular literature through investigations of universal themes across cultural, social, and historical contexts and evaluations of how the influences of the regions and time periods shape the characters, plots, and settings. Students will develop and synthesize learning by participating in oral and written responses to literature by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions and cultures that reflect the movements of popular literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Popular Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Popular Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters.

**Writing**

**Grade 12**

- W 2.2** Write responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.

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- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

Include a formal bibliography

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Explore common themes in literary works of different genres or from different periods.

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- Contrast the major literary forms, techniques, and characteristics of different works.
- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.
- Relate literary works and authors to the major themes and issues of their eras and demonstrate how literary works reflect the periods that shaped them.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of diverse cultural backgrounds.
- Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.
- Write responses to literature and historical investigation reports.
- Deliver oral reports on historical investigations, responses to literature, and multimedia presentations .

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Science Fiction Literature  
(Semester Course – Grade 12)**

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**23433 SCI FI LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to analyze the historical, cultural, and social influences of science fiction text by investigating the stylistic and thematic contributions of science fiction writers of different historical periods to the literary canon. Students will examine the philosophical, political, religious, ethical, and social influences of the historical periods and reflect on their influences on the characters, plots, and settings of science fiction texts. Using written and oral responses to literature, students will also investigate the authors' use of imagery, language, universal themes, and stylistic devices to develop commentary on life and human nature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Science Fiction Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Science Fiction Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

**Writing**

**Grade 12**

- W 2.2** Write responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects

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of the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Contrast the major literary forms, techniques, and characteristics of different works.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

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- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.
- Relate literary works and authors to the major themes and issues of their eras.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of science fiction text.
- Write responses to literature and historical investigation reports.
- Orally deliver historical investigation reports, responses to literature, and multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## Shakespeare

**B Elective**

(Semester Course – Grade 12)

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230435 SHAKESPEARE**

### Course Description

The major purpose of this standards-aligned course is to study selected sonnets and representative plays of comedy, tragedy, and history through the examination of historical setting, character development and interrelationships, plot situations, language and imagery, character motivation, and thematic implications. Students will study the major genres and subgenres of drama (comedy, tragedy, satire, parody, and allegory) through an examination of the dramatic structure and sociological and philosophical background of life as illuminated in specific plays. Students will analyze the ways in which irony, tone, mood, style, and the “sound” of language achieve specific rhetorical or aesthetic purposes. To demonstrate an understanding of the meaning and performance aspect of Shakespeare’s works, students will have opportunities to recite poems, selections from speeches, or dramatic soliloquies, paying attention to performance details to achieve clarity, force, and aesthetic effect. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Shakespeare includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Shakespeare fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

### Focus Standards

#### Reading

#### Grade 12

**R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

**R 3.1** Analyze characteristics of subgenres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*).

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of

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the historical period that shaped the characters, plots, and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.

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- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**SA 2.5** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Analyze characteristics of subgenres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (plays, poetry, expository texts)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## World Literature

(Semester Course – Grade 12)

**B Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230437 WORLD LIT**

### Course Description

The major purpose of this standards-aligned semester elective course is to study world literature in order to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic, social, and cultural contributions to global literature. The selected works are organized by genres (fiction and nonfiction) or themes that explore values, ideas, and ideals both similar to and different from our own and to the literary quality of the work. Students will develop an understanding of international works through investigations of universal themes across cultural, social, historical contexts and evaluations of how the influences of the regions and historical eras shaped the characters, plots, and settings. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. World Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. World Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

### Focus Standards

#### Reading

#### Grade 12

**R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.5c.** Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

**R 3.7** Analyze recognized works of world literature from a variety of authors:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.

b. Relate literary works and authors to the major themes and issues of their eras.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

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**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

### **District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Women in Literature  
(Semester Course – Grade 12)**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230439 WOMEN IN LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study selected literature by women authors in both American and international spheres. The selected works are organized by genres or themes that explore significant contemporary philosophical, political, religious, ethical, and social influences of historical periods. Students read and respond to historically or culturally significant works of women’s literature to reflect upon philosophical, political, religious, ethical, and social issues of different regions and historical eras. This course examines the artistic qualities of the works studied and their contributions to an understanding of the universal human condition. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Women in Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Women in Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5c.** Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

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**Writing**

**Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

### **District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# **Grades 11-12 – Advanced Placement Year-Long Courses**

**Advanced Placement English Language and Composition AB**  
**(Annual Course – Grades 11 or 12)**

**Prerequisite: English 10AB**

**230125            AP ENG LANG A**  
**230126            AP ENG LANG B**

**Course Description**

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP English Language and Composition syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Website.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

**Advanced Placement English Literature and Composition AB**  
**(Annual Course – Grades 11 or 12)**

**Prerequisite: English 10AB**

**230117 AP ENG LIT A**

**230118 AP ENG LIT B**

**Course Description**

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP English Literature and Composition syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Website.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

# **G Requirement Elective Courses**

**Creative Writing for Senior High  
(Semester Course – Grades 11-12)**

**G Elective**

**Prerequisite: English 10AB**

**230217 CREAT WRIT SH**

**Course Description**

The major purpose of this standards-aligned semester elective course is to provide opportunities to develop, extend, and refine the craft of writing. Students will develop their knowledge of the craft of writing by analyzing the characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other genres in order to write their own. They will analyze the ways in which the themes of various works represent a view or comment on life, the ways in which irony, tone, mood, style, and the “sound” of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Creative Writing for Senior High fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 11/12**

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

**Writing**

**Grades 11/12**

**W1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W2.1** Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a

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scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

**Listening and Speaking**      **Grades 11/12**

**LS 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Recognize and use figurative language in contexts where it enhances the author's purpose.
- Manipulate syntactic structures, sentence patterns, and poetic forms for specific effects and purpose.
- Develop a character sketch with concrete details that clarify appearance and personality.
- Compose dialogue and stage directions appropriate to the characters involved in a dramatic episode.
- Distinguish the elements of a short story and employ these elements in an original short story.
- Define point of view and illustrate how it controls the content and effects of imaginative writing.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Write fictional, autobiographical, or biographical narratives.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Write essays that use skills associated with the domains of discourse (especially, sensory/descriptive and imaginative/narrative).
- Use the steps of the writing process—pre-writing, drafting, evaluating, revising, editing, and publishing.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Screen and Play Writing**  
**(Semester Course – Grades 11-12)**  
**Prerequisite: English 10AB**

**G Elective**

**230631 SCREEN PLAY WRIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to teach students the skills and knowledge of screen writing and playwriting by engaging in both research on plays and scripts for films and by writing their own plays and screenplays. Students will develop their knowledge of the craft of screenwriting and playwriting by analyzing characteristics of sub-genres used in plays, the ways in which the themes of certain plays and screenplays represent a view or comment on life, the ways in which irony, tone, mood, style, and the “sound” of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will write historical investigation reports to examine the history of screen and playwriting and to examine the contributions of prominent writers. Students will also have the opportunity to develop their own screenplays and plays that narrate significant events with specific settings using dialogue and monologues to reflect the feeling of characters as well as present actions to accommodate temporal, spatial and dramatic mood changes. This course fulfills a G requirement for the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 11/12**

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**Grades 11/12**

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.1** Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds and smells of a scene with the specific actions, movements, and feelings of the characters; use interior monologue to depict the characters’ feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

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- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**      **Grades 11/12**

**LS 1.8** Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in plays and other forms of dramatic texts.
- Use the theme to represent a view or comment on life, using textual evidence to support the claim.
- Use irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- Write dialogue and monologues that use effective and interesting language including informal expressions for effect, standard American English for clarity, and technical language for specificity.
- Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.
- Write fictional, autobiographical, or biographical narratives.
- Describe with concrete sensory details the sights, sounds and smells of a scene with the specific actions, movements, and feelings of the characters; use interior monologue to depict the characters’ feelings.
- Write historical investigation reports.
- Make distinctions between the expressed purposes and craft of screenwriting and playwriting.
- Write a short screenplay and/or play for student production.

**Assessments**

- Teacher-created quizzes and tests
- Student written assignments including scripts and plays
- Oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Supplemental District approved standards-based instructional materials and resources (scripts, plays, films)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Writers' Seminar AB**  
**(Annual Course – Grade 12)**

**G Elective**

**230221 WRIT SEMINAR A**  
**230222 WRIT SEMINAR B**

**Course Description**

The major purpose of this standards-aligned year-long elective course is to focus on the development and writing of different genres for multiple purposes. Students will develop their knowledge of the craft of writing by analyzing the characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other genres in order to write their own. They will analyze the ways in which the themes of various works represent a view or comment on life, the ways in which irony, tone, mood, style, and the “sound” of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments.

Students will work with expository texts and learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Writer’s Seminar AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 12**

- R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- R 2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
- R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic)
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the

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credibility of the characters (Philosophical approach).

**Writing**

**Grade 12**

**LC 1.3** Reflect appropriate manuscript requirements in writing.

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**Listening and Speaking**

**Grade 12**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**LS 1.12** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

**LS 1.13** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

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- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- SA 2.2** Deliver oral reports on historical investigations:
- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- SA 2.4** Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write, develop, and revise creative writing projects.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

### **District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Humanities AB**

**G Elective**

**(Annual Course – Grades 9-12)**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230903 HUMANITIES A**  
**230904 HUMANITIES B**

**Course Description**

The major purpose of this interdisciplinary English/social science course is to provide a study of basic patterns of civilizations as expressed through literature, history, art, music, law, politics, religion, and philosophy. The content includes a survey of significant developments in the search for order and self-definition within selected cultures from ancient civilizations to the present. Literary and specialized works are examined for the ideas expressed and the artistry in expression. The course requires practice in critical analysis of text, structured writing, oral discussions, and critical and creative responses to literature/text, art, and music.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Humanities AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 11/12**

- R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

**Grades 11/12**

- W 2.2** Write responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - d. Demonstrate an understanding of the author's use of stylistic devices and an

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appreciation of the effects created.

- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grades 11/12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Define the term humanities and discuss the relevance of humanities studies to contemporary living.
- Recognize some basic human concerns and how people have sought to meet these concerns in various cultures and epochs.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the origins and uses of myths and symbols in various cultures.
- Demonstrate an understanding of certain general aesthetic principles by applying them to selected examples from several arts.
- Identify some major cultural epochs and their contributions to contemporary cultures.
- Formulate evaluative criteria for judging the products of a culture.
- Use research skills to pursue and report on a topic of personal interest and literary/historical/cultural significance.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and

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clarify interpretations.

- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Journalism 1AB**  
(Annual Course – Grades 10-12 )

**G Elective**

**230503 JOURNALISM 1A**  
**230504 JOURNALISM 1B**

**Course Description**

The major purpose of this standards-aligned year-long elective course is to focus on writing and publishing the school newspaper/magazine at an introductory level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer's argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer's intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details. The skills in this first course (e.g., research, critical thinking, analytical reading and writing, process writing in a variety of genres) prepare students for Journalism 2AB. Journalism 1AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 10**

**R 2.1** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

**R 2.3** Generate relevant questions about readings on issues that can be researched.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**R 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

**R 2.8** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).

**R 3.2** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

**R 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

**R 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

**Writing**

**Grade 10**

**W 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**W 1.2** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**W 1.4** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

**W 1.6** Integrate quotations and citations into a written text while maintaining the flow of ideas.

**W 1.8** Design and publish documents by using advanced publishing software and

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graphic programs.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**Written and Oral  
Language Conventions**

**Grade 10**

**LC 1.1** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

**LC 1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

**LC 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**LC 1.4** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Listening and Speaking**

**Grade 10**

**SA 2.3** Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the various genres of journalistic writing.
- Identify elements of quality literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style).
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources).
- Determine the relevance of specific data, facts, and ideas.
- Revise writing (e.g., sentence structure, grammar, syntax, diction) to strengthen the quality of writing.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).

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- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
- Generate relevant issues on questions that can be researched.
- Design and publish documents by using advanced publishing software and graphic programs.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written articles and essays

**District Approved Texts and Instructional Resources (some recommendations)**

- Textbook (e.g., *Scholastic Journalism, 11<sup>th</sup> ed.*, *Journalism Today, 7<sup>th</sup> ed.*, *High School Journalism, 3<sup>rd</sup> ed.*)
- Supplemental District approved standards-based instructional materials and resources (e.g., *Newspaper Designer's Handbook, 5<sup>th</sup> ed.*, *Basic Desktop Design & Layout*, *The Radical Write*, *Best American Magazine Writing 2006*, local newspapers, school newspaper)
- Additional suggested reading
  - *The New Journalism*, Tom Wolfe
  - *In Cold Blood*, Truman Capote
  - *Growing Up*, Russell Baker
  - *All the President's Men*, Bob Woodward & Carl Bernstein
  - *Forever Erma: The Best Loved Writing from America's Favorite Humorist*, Erma Bombeck
- Technology resources (e.g., computers, MS Word, PageMaker, PhotoShop, digital camera)
  - *Basic Desktop Design & Layout*, Collier & Cotton
  - *Looking Good in Print, A Guide to Basic Design for Desktop Publishing*, Parker

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Journalism 2AB**  
(Annual Course – Grades 11-12)  
Prerequisite: Journalism 1 AB

**G Elective**

230505 JOURNALISM 2A  
230506 JOURNALISM 2B

**Course Description**

The major purpose of this standards-aligned year-long elective course is to focus *in depth* on writing and publishing the school newspaper/magazine at an *advanced* level. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer’s arguments by using elements of the text to defend and clarify interpretations; critique the power, validity and truthfulness of arguments set forth in articles and public documents; critique the appeal of the articles to both friendly and hostile audiences; and examine the extent to which the writer anticipates and addresses reader concerns and counterclaims. They will revise text to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills. Journalism 2 AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 11/12**

- R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- R 2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)

**Writing**

**Grades 11/12**

- W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

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**W 2.1** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Written and Oral  
Language Conventions**

**Grades 11/12**

**LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**LC 1.3** Reflect appropriate manuscript requirements in writing.

**Listening and Speaking**

**Grades 11/12**

**SA 2.3** Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the various elements of advanced news writing and column writing.
- Identify elements of quality literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style) with increasing proficiency.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources) with increasing proficiency.
- Use specific data, facts, and ideas to support main ideas with increasing proficiency and enhance meaning by using rhetorical devices and incorporating visual aids.
- Revise writing (e.g., sentence structure, grammar, voice, syntax, diction, tone) to strengthen the quality of writing with increasing proficiency and publish documents by using advanced publishing software and graphics programs.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).
- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Combine text and images and draw information from many sources (e.g., television broadcasts, videos, newspapers, magazines, the Internet, electronic media, and interviews) to support structured ideas and

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arguments in a sustained, persuasive, and sophisticated way.

- Analyze the clarity and consistency of political assumptions in a selection of essays or articles on topic.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written articles and essays

**District Approved Texts and Instructional Resources (some recommendations)**

- Textbook (e.g., *Scholastic Journalism, 11<sup>th</sup> ed.*, *Journalism Today, 7<sup>th</sup> ed.*, *High School Journalism, 3<sup>rd</sup> ed.*)
- Supplemental District approved standards-based instructional materials and resources (e.g., *Newspaper Designer's Handbook, 5<sup>th</sup> ed.*, *Basic Desktop Design & Layout*, *The Radical Write*, *Best American Magazine Writing 2006*, local newspaper, school newspaper)
- Additional suggested reading
  - *The Right Stuff*, Thomas Wolfe
  - *Working*, Studs Turkel
  - *The Executioner's Song*, Norman Mailer
  - *The World of Jimmy Breslin*, Jimmy Breslin
  - *Dave Barry's Book of Bad Songs*, Dave Barry
- Technology resources (e.g., computers, MS Word, PageMaker, PhotoShop, digital camera)
  - *Using Type Right*, Brady
  - *Layouts for Desktop Design*, Collier & Floyd
  - *The Makeover Book*, Parker
  - *Publication Design*, Nelson

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Bible as Literature**  
**(Semester Course – Grade 12)**

**G Elective**

**Prerequisite: American Literature & Composition/Contemporary Composition**

**230409 BIBLE AS LIT**

**Course Description**

The major purpose of this standards-aligned semester elective course is to study various literary forms found in the Bible. Selections in such categories as the epic, lyric, poetry, short story, historical narrative, drama, essay, proverb, and oration are considered for their content and literary artistry and for their enduring influence as sources of incident, allusion, symbolism, and expressions of the universal human condition. Students will evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped characters, plot, settings and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Bible as Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Bible as Literature fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 12**

- R 3.1** Analyze characteristics of subgenres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

**Writing**

**Grade 12**

- W 2.2** Write responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects of

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the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Specific selections from the Bible as appropriate
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Speech AB  
(Grades 10-12)**

**G Elective**

**Prerequisite: None**

**230805        SPEECH A  
230806        SPEECH B**

**Course Description**

The major purpose of this course is to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussion and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. Students will also read, discuss, and write about speeches in order to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. They will analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. Speech AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 10**

- R 2.3** Generate relevant questions about readings on issues that can be researched.
- R 3.7** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

**Grades 11/12**

- R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**Writing**

**Grade 10**

- W 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W 1.3** Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- W 1.9** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**Grades 11/12**

- W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way

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and support them with precise and relevant examples.

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**Listening and Speaking**

**Grade 10**

**LS 1.7** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

**LS 1.9** Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

**LS 1.11** Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

**SA 2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

**Grades 11/12**

**LS 1.7** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

**LS 1.8** Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

**LS 1.9** Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

**LS 1.11** Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

**SA 2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Apply principles of informal speech to practice social introductions, social conversations, and telephoning.
- Conduct an interview that successfully achieves its purpose.
- Identify the audience for a speech and cite specific examples of how the speech was adapted to its audience.
- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Take notes that identify the central idea, main points, and essential details of a speech.
- Employ posture and bodily actions that express desired meaning to an audience.
- Practice effective voice and articulation skills in a variety of speaking situations.
- Prepare for and participate in several types of effective group discussions.
- Write an outline to organize patterns of arrangement and development for speech assignments.
- Recognize and use valid types of evidence and reasoning.

**Assessments**

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- Teacher-designed quizzes and tests
- Student-written articles and essays
- Oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 10-12
- Sample speeches in digital and audio formats
- Supplemental District approved standards-based instructional materials and resources (professional journals, informational materials, online articles, public documents)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Advanced Speech**  
**(Semester Course – Grades 11-12)**  
**Prerequisite: Speech AB**

**G Elective**

**230807          ADV SPEECH**

**Course Description**

The major purpose of this course is to provide advance training in the skills of debate; analysis of social, economic, and scientific problems; logical and clear thinking; and use of the rules of evidence, types of support, literacy style, rhetorical devices, and advanced research. Using language in natural, fresh, and vivid ways to establish a specific tone, students will gain experience in parliamentary, persuasive, and forensics. Students will enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. Advanced Speech fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 11/12**

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**Writing**

**Grades 11/12**

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.6** Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

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- d. Test the audience's response and revise the presentation accordingly.

**Listening and Speaking**

**Grades 11/12**

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning
- b. Syllogisms and analogies

**LS 1.7** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

**LS 1.8** Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

**LS 1.9** Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

**LS 1.11** Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

**SA 2.0** Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Recognize the characteristics and purposes of debate, and identify the major types of debate.
- Select and limit appropriate topic for debate.
- Take effective notes from a variety of printed sources, using research cards.
- Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- Use language in natural, fresh, and vivid ways to establish a specific tone.
- Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Demonstrate skill in debate team procedures.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Judge debate performance, using appropriate evaluation forms.
- Analyze the content, organization, and research embodied in a printed speech.
- Recognize major fallacies in evidence used by a speaker.
- Use rhetorical devices and varied literary style in formal speech.
- Practice parliamentary procedures (legislative debate) in a variety of situations.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written articles and essays
- Oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 10-12
- Sample speeches in digital and audio formats
- Supplemental District approved standards-based instructional materials and resources (professional journal articles, informational materials, public documents)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Elective Courses –  
For Graduation Credit Only  
(Non A-G)**

## Professional Reading and Writing AB

(Annual Course – Grades 11-12)

Prerequisite: English 10AB

230229 PROF RDG WRIT A

230230 PROF RDG WRIT B

### Course Description

The major purpose of this year-long standards-aligned elective course is to read and analyze texts from various professions to illustrate the continuum of professional reading and writing. Students will read, discuss, think, and write about literature specifically developed for and by persons in given professions (e.g., medicine, law, architecture, engineering, finance, education). The primary texts for analysis include full-length texts, journal articles, and research articles found in professional publications. Examination of the structural features of informational materials, articles, public documents, consumer documents, and workplace documents will include the analysis of rhetorical devices, patterns of organization, hierarchical structures, author's arguments, and the author's implicit and explicit philosophical assumptions. Students will direct their professional writing projects to a particular audience and for specific purposes. Students should be able to write well-structured expository texts with quality support and employ rhetorical devices and visual aids to enhance meaning. When appropriate, student will write expository texts and historical investigation reports of about 1,500 words in length. Professional Reading and Writing fulfills a G requirement of the UC/CSU Subject Area Requirements.

### Focus Standards

#### Reading

##### Grades 11/12

**R 2.1** Analyze both features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

#### Writing

##### Grades 11/12

**W 1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**W 1.8** Integrate databases, graphics, and spreadsheets into word-processed documents.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration

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the validity and reliability of sources.

e. Include a formal bibliography.

**W 2.5** Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

**Listening and Speaking**

**Grade 11/12**

**LS 1.14** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

**SA 2.4** Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Develop an understanding of how members of a particular profession conceive and engage in the rhetorical practices of that profession.
- Read critically and analyze text from different professions and use those lenses to frame writing.
- Analyze both features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and use those features and devices in professional writing projects.
- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in consumer, workplace, and public documents.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- Use clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Write expository texts that integrate databases, graphics, and spreadsheets.
- Deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grade 10
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Journalism 3AB**  
**(Annual Course – Grades 11-12)**  
**Prerequisite: Journalism 2 AB**

**G Elective**

**230509 JOURNALISM 3A**  
**230510 JOURNALISM 3B**

**Course Description**

The major purpose of this standards-aligned elective course is to focus *in depth* on writing and publishing the school newspaper/magazine at an *advanced* level. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer’s arguments by using elements of the text to defend and clarify interpretations, critique the power, validity and truthfulness of arguments set forth in articles and public documents, critique the appeal of the articles to both friendly and hostile audiences, examine the extent to which the writer anticipates and addresses reader concerns and counterclaims, and analyze the clarity and consistency of political assumptions in the text. They will revise their own articles to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills. Examples of projects for Journalism 3AB students include news magazines, projects requiring in-depth research for extended news and feature articles, reflective articles, and point/counterpoint commentaries. Students will have opportunities to develop experience with newspaper/magazine design and layout, revision and editing, and publishing using advanced publishing software and graphics programs. Journalism 3 AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 11/12**

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

**R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**R3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)

**Writing**

**Grades 11/12**

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of

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parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.1** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Written and Oral  
Language Conventions**

**Grades 11/12**

**LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**LC 1.3** Reflect appropriate manuscript requirements in writing.

**Listening and Speaking**

**Grades 11/12**

**SA 2.3** Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the various elements of advanced news writing, column writing.
- Identify elements of quality in literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes; entertaining style) with increasing proficiency.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources) with increasing proficiency.
- Use specific data, facts, and ideas to support main ideas with increasing proficiency and enhance meaning by using rhetorical devices and incorporating visual aids.
- Revise writing (e.g., sentence structure, grammar, voice, syntax, diction, tone) to strengthen the quality of writing with increasing proficiency.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).

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- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Combine text and images and draw information from many sources (e.g., television broadcasts, videos, newspapers, magazines, the Internet, electronic media, and interviews) to support ideas and structured arguments in a sustained, persuasive, and sophisticated way.
- Analyze the clarity and consistency of political assumptions in a selection of essays or articles on topic.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written articles and essays

**District Approved Texts and Instructional Resources (some recommendations)**

- Textbook (e.g., *Scholastic Journalism, 11<sup>th</sup> ed.*, *Journalism Today, 7<sup>th</sup> ed.*, *High School Journalism, 3<sup>rd</sup> ed.*)
- Supplemental District approved standards-based instructional materials and resources (e.g., *Newspaper Designer's Handbook, 5<sup>th</sup> ed.*, *Basic Desktop Design & Layout*, *The Radical Write*, *Best American Magazine Writing 2006*, local newspaper, school newspaper)
- Additional suggested reading
  - *The Right Stuff*, Thomas Wolfe
  - *Working*, Studs Turkel
  - *The Executioner's Song*, Norman Mailer
  - *The World of Jimmy Breslin*, Jimmy Breslin
  - *Dave Barry's Book of Bad Songs*, Dave Barry
- Technology resources (e.g., computers, MS Word, PageMaker, PhotoShop, digital camera)
  - *Using Type Right*, Brady
  - *Layouts for Desktop Design*, Collier & Floyd
  - *The Makeover Book*, Parker
  - *Publication Design*, Nelson

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Broadcast Journalism 1AB**  
**(Annual Course – Grades 9-12)**

**G Elective**

**Prerequisite: None**

**230619 BRDCST JOUR 1A**  
**230620 BRDCST JOUR 1B**

**Course Description**

The major purpose of this standard-aligned elective course is to introduce students to the basics of radio and television journalism. Students will report, write, produce, air, and record a variety of television and radio news stories with a degree of professionalism resembling what might be found in local newscasts, including short reports or longer, feature-length stories. Working individually or in groups, students will use video technologies and recording devices to produce their stories. Students will practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer's argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer's intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details. The skills in this first course (e.g., research, critical thinking, analytical reading and writing, process writing in a variety of genres) prepare students for Broadcast Journalism 2AB. Broadcast Journalism 1 AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grades 9/10**

**R 2.1** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

**R 2.3** Generate relevant questions about readings on issues that can be researched.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**R 2.8** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).

**R3.2** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

**R 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

**R 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

**Writing**

**Grades 9/10**

**W 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**W 1.2** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**W 1.4** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

**W 2.4** Write persuasive compositions:

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- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**Listening and Speaking**

**Grades 11/12**

**LS 1.1** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

**LS 1.2** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the various genres of journalistic writing.
- Identify elements of quality literary journalism.

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- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style).
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources)
- Determine the relevance of specific data, facts, and ideas.
- Revise writing (e.g., sentence structure, grammar, syntax, diction) to strengthen the quality of writing.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).
- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
- Generate relevant issues on questions that can be researched.
- Design and publish documents by using advanced publishing software and graphics programs.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written articles and essays
- Oral presentations

**District Approved Texts and Instructional Resources (some recommendations)**

- Textbook (e.g., *Scholastic Journalism, 11<sup>th</sup> ed.*, *Journalism Today, 7<sup>th</sup> ed.*, *High School Journalism, 3<sup>rd</sup> ed.*)
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Broadcast Journalism 2AB**  
**(Semester Course – Grade 10-12)**

**G Elective**

**Prerequisite: Broadcast Journalism 1 AB**

**230621 BRDCST JOUR 2A**  
**230622 BRDCST JOUR 2B**

**Course Description**

The major purpose of this standards-aligned elective course is to focus *in depth* on the fundamentals of radio and television journalism. Students will report, write, produce, air, and record a variety of television and radio news stories at an *advanced* level of professionalism resembling what might be found in local newscasts, including short reports or longer, feature-length stories. Working individually or in groups, students will use video technologies and recording devices to produce their stories. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer's arguments by using elements of the text to defend and clarify interpretation; critique the power, validity and truthfulness of arguments set forth in articles and public documents; critique the appeal of the articles to both friendly and hostile audiences; and examine the extent to which the writer anticipates and addresses reader concerns and counterclaims. They will revise text to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills. Broadcast Journalism 2 AB fulfills a G requirement for elective courses.

**Focus Standards**

**Reading**

**Grades 11/12**

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

**Writing**

**Grades 11/12**

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

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**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.1** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking**

**Grades 11/12**

**LS 1.1** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

**LS 1.2** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online

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- information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.
  - e. Demonstrate knowledge of the subject or organization.
  - f. Compile and report responses.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the various elements of advanced news writing, and column writing.
- Identify elements of quality in literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style) with increasing proficiency.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources) with increasing proficiency.
- Use specific data, facts, and ideas to support main ideas with increasing proficiency and enhance meaning by using rhetorical devices and incorporating visual aids.
- Revise writing (e.g., sentence structure, grammar, voice, syntax, diction, tone) to strengthen the quality of writing with increasing proficiency and publish documents by using advanced publishing software and graphic programs.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).
- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Combine text and images and draw information from many sources (e.g., television broadcasts, videos, newspapers, magazines, the Internet, electronic media, and interviews) to support structured ideas and arguments in a sustained, persuasive, and sophisticated way.
- Analyze the clarity and consistency of political assumptions in a selection of essays or articles on topic.

### **Assessments**

- Teacher-designed quizzes and tests
- Student-written articles and essays

### **District Approved Texts and Instructional Resources (some recommendations)**

- Textbook (e.g., *Scholastic Journalism, 11<sup>th</sup> ed.*, *Journalism Today, 7<sup>th</sup> ed.*, *High School Journalism, 3<sup>rd</sup> ed.*)
- Supplemental District approved standards-based instructional materials and resources

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Academic Intervention  
Elective Courses –  
For Graduation Credit Only  
(Non A-G)**

# **Grades 9 & 10 Developing Readers and Writers Course (DRWC)**

**Strategic Literacy 1 AB**  
**(Annual Course – Grade 9)**

**Prerequisite: Identification of students according to Memorandum on Assessment, Identification and Placement of *DRWC* Students**

**230141            STRATGC LIT 1A**

**230142            STRATGC LIT 1B**

**Course Description**

This is the first level of the *Developing Readers and Writers Course (DRWC)*, which is an accelerated intervention program that addresses the needs of the students in grade 9 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District’s Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the ELA CST, are to be further assessed to determine whether *DRWC* is an appropriate placement. Beginning with the 2007-2008 school year, all high schools are to use *READ 180* as the curriculum for *DRWC*. (A high school may continue to use the *LANGUAGE!* curriculum for *DRWC* only with the approval of the local district superintendent.) *READ 180* focuses on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, grammar usage, speaking and listening, encoding (spelling), vocabulary building, writing and wide reading of fiction and non-fiction. For programming purposes, *DRWC* students are enrolled into a double-block with one period designated as English 9A and B (B Requirement) and one period designated as Strategic Literacy 1AB (for graduation credit only).

**COURSE SYLLABUS**

*Scholastic READ 180* is an intensive reading intervention curricular program that addresses the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive instruction, high interest literature, and direct instruction in reading and writing skills.

**Representative Standards** - At the end of Level 1, students should have mastered the following standards to access grade-level proficiency in reading, writing, listening, and speaking.

**Step 1: Phonemic Awareness and Phonics**

**Grade 3 R 1.2** Decode regular multisyllabic words.

**Step 2: Word Recognition and Spelling**

**Grade 2 R 1.6** Read aloud fluently and accurately with appropriate intonation and expression.

**Grade 5 LC 1.5** Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

**Grade 6 LC 1.5** Spell frequently misspelled words correctly (e.g., their, there, they’re).

**Grade 7 LC 1.7** Spell derivatives correctly by applying the spelling of bases and affixes.

**Grade 8 LC 1.6** Use correct spelling conventions.

**Step 3: Vocabulary and Morphology**

**Grade 5 LC 1.2** Identify and correctly use verbs that are often misused, modifiers, and pronouns.

**Grade 7 LC 1.2** Identify and use infinities and participles and make clear references between pronouns and antecedents.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 5 R. 1.2** Understand and explain frequently used synonyms, antonyms, and homographs.

**Grade 5 R 1.4** Know abstract, revised roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words.

**Grade 7 R 1.2** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

**Step 4: Grammar and Usage**

**Grade 5 LC 1.1** Identify and correctly use prepositional phrases, appositives, and independent and dependent

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clauses; use transitions and conjunctions to connect ideas.

**Grade 5 LC 1.2** Identify and correctly use verbs that are often misused, modifiers, and pronouns.

**Grade 6 LC 1.3** Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 8 LC 1.5** Use correct punctuation and capitalization.

**Step 5: Listening and Reading**

**Grade 5 R 2.3** Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

**Grade 6 R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

**Step 6: Speaking and Writing**

**Grade 6 W 1.3** Use a variety of effective and coherent organizational patterns including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Grade 6 W 2.2a** State the thesis or purpose.

**Grade 7 W1.1** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Grade 7 W 1.2** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**Grade 7 W 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**Grade 8 W 1.2** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar techniques.

**Scope and Sequence for *Scholastic READ 180 Enterprise Edition (High School)***

**Comprehension:** The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summary, problem and solution, cause and effect, compare and contrast, and making inferences

**Reading Fluency:** Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of books and audio-books, and recorded sessions on the computer. Student’s fluency progression is based individually.

**Vocabulary and Word Study:** Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instructional routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, dictionary usage, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

**Grammar, Usage, and Mechanics:** Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, maintaining subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

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**Writing:** Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

**Book A: Units 1- 6 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /a/, /i/, /o/ and stable consonants
- Closed syllables

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 essential words
- Fluency: word recognition
- Spelling: Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, and attributes
- Multiple meanings, multiple uses
- Idiomatic expressions
- Compound words
- Nouns: number, singular possession ('s)
- Noun/verb agreement
- Verbs present and past tense

Step 4: Grammar and Usage

- Grammatical forms: nouns, pronouns (nominative, objective), verbs (actions), adverbs, adjectives, prepositions
- Grammatical functions: subject, predicate, direct object, object of preposition, verb tense: present
- Sentence pattern: simple
- Mechanics: capitals and end punctuation

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: sentences
- Read (and listen to) varied genre selections
- Text structure: identification of topic and details in informational text
- Comprehension: interpretation and response questions: *who, what, when, where, why, how*

Step 6: Speaking and Writing

- Kinds of sentences: telling, asking
- Complete sentence written responses to *who, what, when, where, why, and how* questions
- Pre-writing: content selection; organization (using text as source)
- Graphic organizer scaffolding: topic/detail

**Book B: Units 7-12 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /e/, /u/; long vowels—final silent *e* pattern; consonant digraphs, blends, clusters
- Syllable types: closed; final silent *e*

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition

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- Contractions with *not*, *would*, and *will*
- Spelling: Drop “e” Rule
- Step 3: Vocabulary and Morphology
  - Antonyms, synonyms, attributes, and homophones
  - Definition development
  - Common expressions
  - Plural possession (s’)
  - Verb tense: irregular past tense forms; future; past, present, and future progressive forms
- Step 4: Grammar and Usage
  - Grammatical forms: pronouns (possessive), conjunctions, verbs (irregular)
  - Verb tense: present; past; future
  - Grammatical functions: complete subject, complete predicate, direct object
  - Sentence patterns: simple, compound (and, but)
  - Mechanics: commas
- Step 5: Listening and Reading
  - Vocabulary: context-based strategies
  - Fluency: passages
  - Read (and listen to) varied genre selections
  - Higher-order thinking: retrieve and recall (remember), construct meaning (understand)
  - Text structure: classification, time sequence
- Step 6: Speaking and Writing
  - Written responses linked to Step 5 thinking skills: remember, understand
  - Paragraph development: classification, time sequence, summary
  - Prewriting: graphic organizer scaffolding: topic/detail, time sequence

**Book C: Units 13-18 (10-12 Weeks)**

- Step 1: Phonemic Awareness and Phonics
  - Syllable awareness in multisyllable words
  - Syllable types: closed, r-controlled, open, final silent e
  - Schwa (con’ vict vs. con vict’)
  - Phonemes for y, based on word position
- Step 2: Word Recognition
  - Read/spell: new sound-spelling combinations
  - Read/spell: 36 new essential words
  - Fluency: word recognition
  - Syllabication process in multisyllable words
  - Contractions with *be* and *have*
  - Spelling: Change “y” Rule
- Step 3: Vocabulary and Morphology
  - Antonyms, synonyms, attributes, homophones, and analogies
  - Idiomatic and common expressions
  - Number: irregular plural nouns
  - Prefixes: 12 most common for meaning expansion of base words
  - Comparative and superlative adjectives
- Step 4: Grammar and Usage
  - Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
  - Grammatical functions: complete subject, complete predicate, direct object, object of preposition
  - Sentence pattern: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
  - Text-based analysis and application of grammatical forms and functions
  - Mechanics: end punctuation, various types
- Step 5: Listening and Reading
  - Vocabulary: context-based strategies
  - Fluency: passages
  - Read (and listen to) varied genre selections
  - Higher-order thinking: use information (apply), break down information (analyze)

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- Text structures: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement, question, command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

**Scope and Sequence for *LANGUAGE!* Level 1**

**Skills Overview:**

Scientifically-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify, and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
  - Listening vocabulary – the words needed to understand what is heard
  - Speaking vocabulary – the words used when speaking
  - Reading vocabulary – the words needed to understand what is read
  - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to do:

- To hear, identify and manipulate the phonemes in spoken words in order to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- To read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension strategies)
- Develop pre-writing skills and produce written responses
- Use scaffolding strategies

**Assessments**

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Tests

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- Summative Assessments
- Reading Counts and Scholastic Reading Inventory

**District Approved Texts and Instructional Resources**

- *Scholastic READ 180* Teacher and Student Textbooks: Stage C, Enterprise Edition  
or
- *LANGUAGE!* Teacher and Student Textbooks, Interactive Textbooks, and Assessments: Books A, B, and C  
(with Local District Superintendent approval only)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## Strategic Literacy 2AB

(Annual Course – Grade 9 and open to grade 10)

**Prerequisite: Identification of students according to Memorandum on Assessment, Identification and Placement of *DRWC* students**

230143            STRATGC LIT 2A

230144            STRATGC LIT 2B

### Course Description

The *Developing Readers and Writers Course (DRWC)* is an accelerated intervention program that addresses the needs of the students in grade 9 (open to students in grade 10) who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the ELA CST, are to be further assessed to determine whether *DRWC* is an appropriate placement. Beginning with the 2007-2008 school year, all high schools are to use *READ 180* as the curriculum for *DRWC*. (A high school may continue to use the *LANGUAGE!* curriculum for *DRWC* only with the approval of the local district superintendent.) *READ 180* focuses on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, grammar and usage, speaking and listening, writing, and wide reading of fiction and non-fiction. Explicitly teaching language at all levels (sounds, words, sentence, and passage) ensures that students will be able to process them accurately, build fluency through ample practice, and become actively engaged in making meaning of the text. For programming purposes for Level 2, 9<sup>th</sup> grade students are enrolled in a double-block with one period designated as English 9 AB (B Requirement) and one period designated as Strategic Literacy 2AB (for graduation credit only). However, at the 10<sup>th</sup> grade, Strategic Literacy 2AB is a single period elective course for students in Level 2. If a school has the capacity to offer *DRWC* in the 10<sup>th</sup> grade as a double period, both periods must be elective periods, with one titled Strategic Literacy and the other, Literacy for Knowledge (LIT KNOWLEDGE A/B-230145/46).

### COURSE SYLLABUS

*Scholastic READ 180* is an intensive reading intervention program that addresses the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive instruction, high interest literature, and direct instruction in reading and writing skills.

**Representative Standards** – At the end of Level 2, students should have mastered the following standards to access grade-level proficiency in reading, writing, listening, and speaking.

#### Step 1: Phonemic Awareness and Phonics

##### Step 2: Word Recognition and Spelling

**Grade 6 LC 1.5** Spell frequently misspelled words correctly.

**Grade 7 LC 1.7** Spell derivatives correctly by applying the spelling of bases and affixes.

**Grade 8 LC 1.6** Use correct spelling conventions.

#### Step 3: Vocabulary and Morphology

**Grade 6 R 1.5** Understand and explain the “shades of meaning” in related words (e.g., softly and quietly)

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 7 LC 1.2** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

**Grades 11/12 LC 1.2** Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

#### Step 4: Grammar and Usage

**Grade 6 LC 1.1** Use simple, compound, compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

**Grade 6 LC 1.3** Use colons after salutation in business letters, semi-colons to connect independent clauses, and

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commas when linking two clauses with a conjunction in compound sentences.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 7 LC 1.5** Identify hyphens, dashes, brackets, and semi-colons and use them correctly.

**Grade 8 LC 1.5** Use correct punctuation and capitalization.

**Grade 9 LC 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Step 5: Listening and Reading**

**Grade 6 R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

**Grade 6 R 3.4** Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

**Grade 6 R 3.7** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Grade 8 R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**Step 6: Speaking and Writing**

**Grade 6 W 1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Grade 7 W 1.1** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Grade 7 W 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**Grade 7 W 2.2a** Develop interpretations exhibiting careful reading, understanding, and insight.

**Grade 7 W 2.2b** Organize interpretations around several clear ideas, premises, or images from the literary work.

**Grade 7 W 2.2c** Justify interpretations through sustained use of examples and textual evidence.

**Grade 8 W 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages and ideas.

**Scope and Sequence for *Scholastic READ 180 Enterprise Edition (High School)***

**Comprehension:** The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summary, problem and solution, cause and effect, compare and contrast, and making inferences

**Reading Fluency:** Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of books and audio-books, and recorded sessions on the computer. Students’ fluency progression is based individually.

**Vocabulary and Word Study:** Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instructional routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, dictionary usage, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

**Grammar, Usage, and Mechanics:** Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series,

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using irregular verbs, maintaining subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

**Writing:** Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

**Book C: Units 13-18 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence pattern: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply), break down information (analyze)
- Text structures: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement; question; command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

**Book D: Units 19-24 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Syllable types: Closed, r-controlled, final silent e; vowel digraph; consonant + le; diphthong
- Syllabication process in multisyllable words

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- Multiple spellings for long vowels
  - Expansion of conditions governing schwa
  - English loan words, Romance languages:  $\dot{\text{i}} = /ē/$ ,  $\underline{\text{a}} = /ō/$ ,  $\underline{\text{e}} = /ā/$
- Step 2: Word Recognition
- Read/spell: new syllable patterns
  - Read/spell: 36 new essential words
  - Fluency: word recognition
  - Spelling: Advanced Doubling Rule
- Step 3: Vocabulary and Morphology
- Antonyms, synonyms, attributes, homophones, and analogies
  - Vocabulary expansion through Latin roots (6), prefixes (20), and suffixes (20)
  - Number: irregular plural nouns
  - Use of dictionary (advanced)
  - Use of thesaurus
- Step 4: Grammar and Usage
- Grammatical forms: verbs (helping, linking), phrasal verbs, participles (present, past)
  - Grammatical functions: subject/verb agreement; indirect object, compound indirect objects
  - Sentence patterns: predicate nominative, predicate adjective
  - Text-based analysis and application of grammatical forms and functions
- Step 5: Listening and Reading
- Vocabulary: context-based strategies
  - Fluency: passages
  - Read (and listen to) varied genre selections
  - Higher-order thinking: judge information against criteria (evaluate), put information together in a new way (create)
  - Text structure: reasons, persuasion
  - 12 literary terms and devices in context
- Step 6: Speaking and Writing
- Written responses linked to Step 5 thinking skills: evaluate; create
  - Paragraph development: reasons, persuasion, personal narrative
  - Pre-writing: graphic organizer scaffolding, reasons, persuasion, personal narrative, notetaking and outlining
- Book E: Units 25-30 (10-12 Weeks)**
- Step 1: Phonemic Awareness and Phonics
- Alternate spellings for consonant sounds
  - Common phonograms
  - Suffixation: pronunciation, spelling, word function impact
  - English loan words: African, Asian, Native American
- Step 2: Word Recognition
- Read/spell: new sound-spellings and phonograms
  - Read/spell: new essential words
  - Fluency: word recognition
  - Spelling: review and apply all rules
- Step 3: Vocabulary and Morphology
- Antonyms, synonyms, attributes, homophones, and analogies
  - Vocabulary expansion through Latin roots (15), prefixes (10), and suffixes (20); Greek combining forms (10)
  - Suffixes: spelling rules
  - Number: irregular plural nouns
  - Use of dictionary and thesaurus
- Step 4: Grammar and Usage
- Grammatical forms: relative pronouns, subordinating conjunctions, irregular verbs
  - Grammatical functions: subject/verb agreement
  - Clauses: dependent formed with relative pronouns and subordinating conjunctions, independent
  - Sentence patterns: complex
- Step 5: Listening and Reading
- Vocabulary: context-based strategies

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- Read (and listen to) varied genre selections
- Higher-order thinking: application of all levels
- Text structure: compare and contrast
- 12 literary terms and devices in context
- Metacognition and comprehension: sampling, predicting, confirming in challenging text

Step 6: Speaking and Writing

- Write responses linked to higher-order thinking skills: all levels
- Paragraph development: comparison and contrast, narrative
- Pre-writing: graphic organizer scaffolding: comparison-contrast, narrative, notetaking, outlining
- Organize information across sources
- Revise and edit

**Scope and Sequence for *LANGUAGE!* Level 2**

**Skills Overview:**

Scientific-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify, and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
  - Listening vocabulary – the words needed to understand what is heard
  - Speaking vocabulary – the words used when speaking
  - Reading vocabulary – the words needed to understand what is read
  - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to do:

- To hear, identify and manipulate the phonemes in spoken words in order to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- To read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension Strategies)
- Develop pre-writing skills and produce written responses.
- Revise and edit essay development.
- Use scaffolding strategies.

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**Assessments**

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Test
- Summative Assessments
- Reading Counts and Scholastic Reading Inventory

**District Approved Texts and Instructional Resources**

- *Scholastic READ 180* Teacher and Student Textbooks: Stage C, Enterprise Edition  
or
- *LANGUAGE!* Teacher and Student Textbooks, Interactive Textbooks, and Assessments: Books C, D, and E  
(with Local District Superintendent approval only)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Literacy for Knowledge AB**  
**(Second hour of Strategic Lit 2AB– Grade 10)**

**For Graduation Credit Only**

**Prerequisite: Concurrent Enrollment in Strategic Literacy 2AB – see current Memorandum on Assessment, Identification and Placement of *DRWC* students**

**230145 LIT KNOWLEDG A**

**230146 LIT KNOWLEDG B**

**Course Description**

This course is specifically designed for high schools that choose to offer *DRWC* in the tenth grade as a double period. Both periods must be elective periods, the first of which is *Strategic Literacy* while *Literacy for Knowledge* is the second period. The *Developing Readers and Writers Course (DRWC)* is an accelerated intervention program that addresses the needs of the students in grade 10 who have demonstrated delayed reading in the areas of decoding, encoding, fluency, and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the ELA CST, are to be further assessed to determine whether *DRWC* is an appropriate placement. Beginning with the 2007-2008 school year, all high schools are to use *READ 180* as the curriculum for *DRWC*. (A high school may continue to use the *LANGUAGE!* curriculum for *DRWC* only with the approval of the local district superintendent.) *READ 180* focuses on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, writing, and wide reading of fiction and non-fiction. Explicitly teaching language at all levels (sounds, words, sentence and passage) ensures that students will be able to process them accurately, build fluency through ample practice, and become actively engaged in making meaning of the text. This is an intervention elective course for graduation credit only (non A-G) and exclusively for 10<sup>th</sup> grade students concurrently enrolled in *Strategic Literacy 2AB (STRATGC LIT 2AB)*.

**COURSE SYLLABUS**

**Representative Standards** – At the end of Level 2, students should have mastered the following standards to develop grade-level proficiency in reading, writing, listening, and speaking.

**Step 1: Phonemic Awareness and Phonics**

**Step 2: Word Recognition and Spelling**

**Grade 6 LC 1.5** Spell frequently misspelled words correctly.

**Grade 7 LC 1.7** Spell derivatives correctly by applying the spelling of bases and affixes.

**Grade 8 LC 1.6** Use correct spelling conventions.

**Step 3: Vocabulary and Morphology**

**Grade 6 R 1.5** Understand and explain the “shades of meaning” in related words (e.g., softly and quietly)

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 7 LC 1.2** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

**Grades 11/12 LC 1.2** Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

**Step 4: Grammar and Usage**

**Grade 6 LC 1.1** Use simple, compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

**Grade 6 LC 1.3** Use colons after salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

**Grade 7 LC 1.3** Identify all parts of speech and types and structure of sentences.

**Grade 7 LC 1.5** Identify hyphens, dashes, brackets, and semi-colons and use them correctly.

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**Grade 8 LC 1.5** Use correct punctuation and capitalization.

**Grade 9 LC 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Step 5: Listening and Reading**

**Grade 6 R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

**Grade 6 R 3.4** Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

**Grade 6 R 3.7** Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Grade 8 R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**Step 6: Speaking and Writing**

**Grade 6 W 1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Grade 7 W 1.1** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Grade 7 W 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**Grade 7 W 2.2a** Develop interpretations exhibiting careful reading, understanding, and insight.

**Grade 7 W 2.2b** Organize interpretations around several clear ideas, premises, or images from the literary work.

**Grade 7 W 2.2c** Justify interpretations through sustained use of examples and textual evidence.

**Grade 8 W 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

**Scope and Sequence for *Scholastic READ 180 Enterprise Edition (High School)***

Scholastic defines *READ 180* as an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

**Comprehension:**

The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summary, problem and solution, cause and effect, compare and contrast, and making inferences.

**Reading Fluency:** Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of books and audio-books, and recorded sessions on the computer. Students’ fluency progression is based individually.

**Vocabulary and Word Study:** Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instruction routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, dictionary usage, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

**Grammar, Usage, and Mechanics:** Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills which is further

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enhanced by students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, maintaining subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

**Writing:** Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft, and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

**Book C: Units 13-18 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence pattern: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply), break down information (analyze)
- Text structure: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement; question; command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

**Book D: Units 19-24 (10-12 Weeks)**

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Step 1: Phonemic Awareness and Phonics

- Syllable types: Closed, r-controlled, final silent e; vowel digraph; consonant + le; diphthong
- Syllabication process in multisyllable words
- Multiple spellings for long vowels
- Expansion of conditions governing schwa
- English loan words, Romance languages: i = /ē/, a = /ō/, e = /ā/

Step 2: Word Recognition

- Read/spell: new syllable patterns
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: Advanced Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (6), prefixes (20), and suffixes (20)
- Number: irregular plural nouns
- Use of dictionary (advanced)
- Use of thesaurus

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping, linking), phrasal verbs, participles (present, past)
- Grammatical functions: subject/verb agreement, indirect object, compound indirect objects
- Sentence patterns: predicate nominative, predicate adjective
- Text-based analysis and application of grammatical forms and functions

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: judge information against criteria (evaluate), put information together in a new way (create)
- Text structure: reasons, persuasion
- 12 literary terms and devices in context

Step 6: Speaking and Writing

- Written responses linked to Step 5 thinking skills: evaluate, create
- Paragraph development: reasons, persuasion, personal narrative
- Pre-writing: graphic organizer scaffolding, reasons, persuasion, personal narrative, notetaking and outlining

**Book E: Units 25-30 (10-12 Weeks)**

Step 1: Phonemic Awareness and Phonics

- Alternate spellings for consonant sounds
- Common phonograms
- Suffixation: pronunciation, spelling, word function impact
- English loan words: African, Asian, Native American

Step 2: Word Recognition

- Read/spell: new sound-spellings and phonograms
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: review and apply all rules

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (15), prefixes (10), and suffixes (20), Greek combining forms (10)
- Suffixes: spelling rules
- Number: irregular plural nouns
- Use of dictionary and thesaurus

Step 4: Grammar and Usage

- Grammatical forms: relative pronouns, subordinating conjunctions, irregular verbs
- Grammatical functions: subject/verb agreement

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- Clauses: dependent formed with relative pronouns and subordinating conjunctions, independent
- Sentence patterns: complex

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Read (and listen to) varied genre selections
- Higher-order thinking: application of all levels
- Text structure: compare and contrast
- 12 literary terms and devices in context
- Metacognition and comprehension: sampling, predicting, confirming in challenging text

Step 6: Speaking and Writing

- Write responses linked to higher-order thinking skills: all levels
- Paragraph development: comparison and contrast, narrative
- Pre-writing: graphic organizer scaffolding: comparison-contrast, narrative, notetaking, outlining
- Organize information across sources
- Revise and edit

### Scope and Sequence for *LANGUAGE!* Level 2

#### Skills Overview:

Scientifically based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
  - Listening vocabulary – the words needed to understand what is heard
  - Speaking vocabulary – the words used when speaking
  - Reading vocabulary – the words needed to understand what is read
  - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

### Representative Performance Outcomes and Skills

In this course, students will know and be able to do:

- To hear, identify and manipulate the phonemes in spoken words to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- To read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

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(Reading Comprehension Strategies)

- Develop pre-writing skills and produce written responses.
- Revise and edit essay development.
- Use scaffolding strategies.

**Assessments**

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Test
- Summative Assessments
- Reading Counts and Scholastic Reading Inventory

**District Approved Texts and Instructional Resources**

- *Scholastic READ 180* Student Textbooks: Stage C, Enterprise Edition  
or
- *LANGUAGE!* Teacher and Student Textbooks, Interactive Textbooks, and Assessments: Books C, D, and E  
(with Local District Superintendent approval only)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Literacy Connections 1AB**  
**(Summer Session/ Intersession – Grades 9-10)**

**For Graduation Credit Only**

**Prerequisite: Enrollment in Strategic Literacy 1AB**

**232511 LIT CONNECT 1A**  
**232512 LIT CONNECT 1B**

**Course Description**

The *Developing Readers and Writers –English Language Arts (DRW-ELA)* is a transitional summer/intersession program for *Developing Readers and Writers Course (DRWC)* students. This accelerated intervention program addresses the needs of the students in grades 9 through 10 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The major purpose of this course is to address core English/language arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

**COURSE SYLLABUS**

**Scope and Sequence**

*DRW-ELA* is a six-week, four hours/day course that uses McDougal Littell’s *Bridges to Literature, Book 1* and Great Source’s *Reading and Writing Sourcebook* for instruction in writing. The designated block includes

- 1) Pre-reading (see Connect to Your Life, “Key” to ...).
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons).
- 3) Direct instruction with the reading selection (the teacher guiding the students’ reading with appropriate questions and strategies).
- 4) Post-reading activities.

**Focus 1: Fiction**

**Representative Standards**

**Grade 8**

**R 1.3** Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

**R 2.7** Evaluate the unity coherence, logic, internal consistency, and structural patterns of text.

**R 3.2** Evaluate the structural elements of plot, the plot’s development, and the way in which conflicts are addressed/resolved.

**R 3.5** Identify and analyze recurring themes across traditional and contemporary works.

**W 2.1** Write biographies, autobiographies, short stories, or narratives.

In the first focus, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives.

**Focus 2: Nonfiction /Poetry**

**Representative Standards**

**Grade 8 Nonfiction**

**R 2.6** Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.3** Write expository compositions including analytical essays and research reports.

**Grade 8 Poetry**

**R 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and

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use those elements to interpret the work.

During the second emphasis, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure, and use a variety of texts to support their ideas. An additional portion of the second focus will focus on how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

**Focus 3: Fiction**

**Representative Standards**

**Grade 8**

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In the third focus, students will participate in a more sophisticated analysis of characterization by examining how the qualities of a character have an effect on the plot and how characterization is delineated through a character's thoughts, words, speech patterns, and actions. Students will use the knowledge they have learned to construct their own fictional or autobiographical narrative.

**Focus 4: Biography/ Autobiography**

**Representative Standards**

**Grade 8**

**R 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

To study biography and autobiography, students will read biographical texts and connect and clarify main ideas; trace the development of an author's argument, point of view, or perspective; and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their own fictional or autobiographical narratives.

**Focus 5: Drama**

**Representative Standards**

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Students will study drama as a different form of prose to articulate the expressed purposes and characteristics. Students also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved. Students will investigate the credibility of characterization in this genre and analyze characterization through a character's thoughts, words, speech patterns, and actions and the thoughts, words, and actions of other characters.

**Focus 6: Reading a Novel Excerpt**

**Representative Standards**

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. Students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters.

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**Options for Reading Aloud as a part of the *DRW-ELA Course***

- Chapter books from the school library
- Books from personal collections
- Books suggested and offered by students
- Appropriate articles from magazines and newspapers
- Stories in *Bridges to Literatures: Book I* which are not used for lessons.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives.
- Use scaffolding strategies.

**Assessments**

- Assessments found in the assessment booklet
- Teacher-created quizzes and tests
- Student-written fictional and autobiographical narratives
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- McDougal Littell *Bridges to Literature, Level 1* Book 1 (District adopted standards-based textbook )
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Literacy Connections 2AB**  
**(Summer Session/Intersession Course – Grades 9-10)**  
**Prerequisite: Enrollment in Strategic Literacy 2AB**

**For Graduation Credit Only**

**232513 LIT CONNECT 2A**  
**232514 LIT CONNECT 2B**

**Course Description**

The *Developing Readers and Writers –English Language Arts (DRW-ELA)* is a transitional summer/intersession program for *Developing Readers and Writers Course (DRWC)* students. This accelerated intervention program addresses the needs of the students in grades 9 through 10 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The major purpose of this course is to address core English/language arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

**COURSE SYLLABUS**

*DRW-ELA* is a six-week, four hours/day that uses McDougal Littell’s *Bridges to Literature, Book II* and Great Source’s *Reading and Writing Sourcebook* for instruction in writing. Please refer to the *Bridges to Literature: Book II—Six Week Lesson Plan* The designated block includes

- 1) Pre-reading (see Connect to Your Life, “Key” to ...).
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons).
- 3) Direct instruction with the reading selection (the teacher guiding the students’ reading with appropriate questions and strategies.
- 4) Post-reading activities.

**Focus 1: Fiction**

**Representative Standards**

**Grade 8**

**R 1.3** Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

**R 3.2** Evaluate the structural elements of plot, the plot’s development, and the way in which conflicts are addressed/resolved.

**W 2.1** Write biographies, autobiographies, short stories, or narratives.

In the first focus, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives. Although this is similar to the work in *Literacy in Action 1AB*, the readings and activities are derived from Book II.

**Focus 2: Fiction/Poetry**

**Representative Standards**

**Grade 8 Fiction**

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**W 2.1** Write biographies, autobiographies, short stories, or narratives.

**Grade 8 Poetry**

**R 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.

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Students will continue to analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters. Students will utilize the content knowledge to apply to their own fictional and autobiographical narratives. Students will also focus on how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

**Focus 3: Nonfiction**

**Representative Standards**

**Grade 8**

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.6** Write technical documents.

During the third focus, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate, supporting citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure, and use a variety of texts to support their ideas.

**Focus 4: Biography**

**Representative Standards**

**Grade 8**

**R 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**W 2.4** Write persuasive compositions.

To study biography and autobiography, students will read biographical texts and connect and clarify main ideas, trace the development of an author's argument, point of view, or perspective, and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their analysis in the form of a persuasive composition.

**Focus 5: Drama**

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Students will study drama as a different form of prose to articulate the expressed purposes and characteristics.

Students also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved.

**Focus 6: Reading a Novel Excerpt**

**Representative Standards**

**Grade 8**

**R 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

**R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. Students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes conveyed through characters, actions, and images, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters. Students will also learn to identify the speaker and recognize the difference between first and third-person narration and compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. Students will utilize the content knowledge to write a response to literature.

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**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives, persuasive compositions, and responses to literature.
- Articulate the expressed purposes and characteristics of different forms of prose.
- Use scaffolding strategies.

**Assessments**

- Assessments found in the assessment booklet
- Teacher-created quizzes and tests
- Student-written fictional and autobiographical narratives
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- McDougal Littell *Bridges to Literature, Level 1* Book II (District adopted standards-based textbook )
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# **Courses to Support Academic Reading and Writing**

**Developing Reading Skills Across the Curriculum AB**  
**(Annual Course – Grades 9 - 12)**

**Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools**

**350211            DEV READ HS A**

**350212            DEV READ HS B**

**Course Description**

The major emphasis of this course is to promote a balanced language arts program, which provides students with opportunities to develop skills to comprehend materials in the content area and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for students with disabilities who are reading at least at the second grade level. The students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. The framework provides an opportunity to use skills for exploring ideas, attitudes, and values as they relate to self and the larger community. Systematic instruction is based on student needs.

Elective Offered Within the Learning Center:

Identified students with disabilities served in the resource specialist program, who are not currently enrolled in a two-hour block program (DRW, ESL, etc.) or are not currently programmed into the Learning Center could be scheduled into this Learning Center elective.

All high schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. High schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

**Basic Reading High School AB**  
**(Annual Course – Grades 9 - 12)**

**Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools**

**350104            B READ SH A**

**350105            B READ SH B**

**Course Description**

Specially Designed Intervention Elective or SDP English Classes:

Students served in special day programs (SDP) not currently enrolled in a two-hour block program (DRW or ESL) who are performing at the FBB level in ELA may participate in a specially designed reading elective in addition to the core English class. This intervention must consist of the use of evidence-based intervention.

All high schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. High schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

**Enhancing Literacy 9AB**  
**(Annual Course – Grade 9)**  
**Co-requisite: English 9AB**

**For Graduation Credit Only**

**231141 ENHAN LIT 9A**  
**231142 ENHAN LIT 9B**

**Course Description**

The major purpose of this intervention elective course is to provide simultaneous support for students (English Learners – PRP) enrolled in English 9AB and is aligned to the corresponding grade level core English course. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, these elective courses advance student proficiency in reading, writing, speaking, listening, and thinking as measured by grade-level ELA California Standards Tests and ELA periodic assessments. Students are provided with explicit instruction on grade-level standards that align with the components in the instructional guides and with a variety of research-based best practices that facilitates increased learning. Students programmed into this course will receive appropriate research-based scaffolding that facilitates their ability to read and understand grade-level text and demonstrate proficiency on assessments such as the California High School Exit Exam, the California Standards Tests (CST), and LAUSD periodic assessments. Students in these intervention courses will build their reading in both quantity and quality from their initial level to read one million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. This course does not replace the grade-level core English course and is recommended for students who are far below and below proficiency as measured by grade level CSTs. This is an intervention elective course for graduation credit only (non A-G). The standards-based curriculum and instructional materials for this course are the same as those of core English courses.

**Scope and Sequence**

**Component 1: Persuasion** – Students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text. Students will also write persuasive essays and deliver persuasive presentations.

**Component 2: Exposition** – Students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue, and extend ideas through original analysis, evaluation, and elaboration. In addition, students will write expository essays and deliver expository presentations.

**Component 3: Literary Analysis** – Students will read literary texts, with a focus on analyzing central themes in multiple works as well as evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. Students will write responses to literature and deliver oral responses to literature.

**Representative Standards**

**Component 1 -  
Persuasion**

**Grade 9**

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**R 2.8** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal

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anecdote, case study, or analogy).

- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**SA 2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

**Component 2 -  
Exposition**

**Grade 9**

**R 2.4** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**SA 2.2** Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**Component 3 –  
Literary Analysis**

**Grade 9**

**R 3.5** Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

**R 3.12** Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references of the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish persuasive essays, reflective compositions, expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).
- Use scaffolding strategies.

**Assessments**

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guides*, Grade 9, including *ELA Modules*
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Enhancing Literacy 10AB**  
**(Annual Course – Grade 10)**  
**Co-requisite: English 10AB**

**For Graduation Credit Only**

231143      ENHAN LIT 10A  
231144      ENHAN LIT 10B

**Course Description**

The major purpose of this intervention elective course is to provide simultaneous support for students (English Learners – PRP) enrolled in English 10AB and is aligned to the corresponding grade level core English course. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, these elective courses advance student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. Students are provided with explicit instruction on grade level standards that align with the components in the instructional guides and with a variety of research-based best practices that facilitates increased learning. Students programmed into this course will receive appropriate research-based scaffolding that facilitates their ability to read and understand grade-level text and demonstrate proficiency on assessments such as the California High School Exit Exam, the California Standards Tests (CST), and LAUSD periodic assessments. Students in these intervention courses will build their reading in both quantity and quality from their initial level to read one million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. This course does not replace the grade level core English course and is recommended for students who are far below and below proficiency as measured by grade level CSTs. This is an intervention elective course for graduation credit only (non A-G). The standards-based curriculum and instructional materials for this course are the same as those of core English courses.

**Scope and Sequence**

**Component 1: Persuasion** – Students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text. Students will also write persuasive essays and deliver persuasive presentations.

**Component 2: Exposition** – Students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue, and extend ideas through original analysis, evaluation, and elaboration. In addition, students will write expository essays and deliver expository presentations.

**Component 3: Literary Analysis** – Students will read literary texts, with a focus on analyzing central themes in multiple works as well as evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. Students will write responses to literature and deliver oral responses to literature.

**Representative Standards**

**Component 1 -  
Persuasion**

**Grade 10**

**R 2.8** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including

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facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

- d. Address readers' concerns, counterclaims, biases, and expectations.

**SA 2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.  
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).  
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.  
d. Anticipate and address the listener's concerns and counterarguments.

**Component 2 -  
Exposition**

**Grade 10**

**R 2.4** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.  
b. Convey information and ideas from primary and secondary sources accurately and coherently.  
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.  
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.  
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.  
f. Use technical terms and notations accurately.

**SA 2.2** Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.  
b. Convey information and ideas from primary and secondary sources accurately and coherently.  
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.  
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.  
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.  
f. Use technical terms and notations accurately.

**Component 3 – Literary  
Analysis**

**Grade 10**

**R 3.3** Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

**R 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.  
b. Support important ideas and viewpoints through accurate and detailed references of the text or to other works.  
c. Demonstrate awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish persuasive essays, reflective compositions, expository essays, and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).
- Use scaffolding strategies.

**Assessments**

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guides*, Grade 10, including *ELA Modules*
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Academic Literacy for Senior High School AB**  
(Annual Course – Grades 9 and 10, respectively)  
Co-requisite: English 9AB or English 10AB

**For Graduation Credit Only**

231131	ACADEM LIT SH 9A
231132	ACADEM LIT SH 9B
231133	ACADEM LIT SH 10A
231134	ACADEM LIT SH 10B

**Course Description**

The major purpose of this intervention elective course is to provide simultaneous support for students enrolled in English 9 AB and English 10 AB and is aligned to the corresponding grade-level core English course. It provides strategic instruction that supports student access to rigorous grade level English/language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, these elective courses advance student proficiency in reading, writing, speaking, listening, and thinking as measured by grade-level ELA California Standards Tests and ELA periodic assessments. The standards require that by the end of high school, students will have read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. The *California Reading/Language Arts Framework* highlights that ninth and tenth grade students are expected to write narrative, expository, persuasive, and descriptive texts (responses to literature and research reports) of at least 1,500 words each. These courses do *not* replace the grade level core English course and are recommended for students who are below proficiency as measured by grade level CSTs. Students programmed into this course may need additional instruction that supports their ability to read and understand grade-level text and demonstrate proficiency on assessments such as CAHSEE, the California Standards Tests, and LAUSD Periodic Assessments. The curriculum and instructional materials for this course parallel that of English 9AB and 10AB; this course does not replace English 9AB or 10AB. This intervention course earns graduation credit only (non A-G course).

**Scope and Sequence**

**Component 1: Persuasion** – Students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations.

**Component 2: Exposition** – Students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations.

**Component 3: Literary Analysis** – Students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of a historical period. Students will write responses to literature and deliver oral responses to literature.

**Representative Standards**

**Component 1 -  
Persuasion**

**Grades 9/10**

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**R 2.8** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal

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anecdote, case study, or analogy).

- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**SA 2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

**Component 2 -  
Exposition**

**Grades 9/10**

**R 2.4** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**SA 2.2** Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**Component 3 –  
Literary Analysis**

**Grades 9/10**

**R 3.5** Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

**R 3.12** Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references of the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish persuasive essays, reflective compositions, expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).
- Use scaffolding strategies.

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide*, Grades 9 - 10
- *LAUSD CAHSEE Writing: An Intervention Curriculum*
- Standards-based, District approved textbook and related resources
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**College Preparatory Seminar AB**  
**(Annual Course – Grade 10)**  
**Co-requisite: English 10AB**

**For Graduation Credit Only**

**230123 COL PREP ENG SEM A**  
**230124 COL PREP ENG SEM B**

**Course Description**

The major purpose of this elective course is to provide simultaneous support for students enrolled in English 10AB. The goals in this course include deepening understanding of the concepts and skills needed to develop proficiency in high school English/Language Arts content standards in reading, writing, speaking, listening, and thinking. Focused instruction should include strands in which students demonstrate high areas of need, particularly Reading Comprehension of Informational Materials (R 2.0), Literary Response and Analysis (R 3.0), Writing Strategies (WS 1.0), Written Language Conventions (LC 1.0), and Writing Applications (W 2.0). Students programmed into this course may need additional instruction that supports their ability to read and understand grade-level text and demonstrate proficiency on assessments such as CAHSEE, the California Standards Tests, and LAUSD Periodic Assessments. The curriculum and instructional materials for this course parallel those of English 10 AB; this course does *not* replace English 10 AB. This intervention course earns graduation credit only (non A-G course).

**Scope and Sequence**

**Component 1: Persuasion** – Students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text, and extends ideas through original analysis, evaluation, and elaboration. Students will generate relevant questions about readings on issues that can be researched. Students will also write persuasive essays and deliver persuasive presentations.

**Component 2: Exposition** – Students will read expository texts and use what they have learned to establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject. They will maintain a consistent tone and focus throughout a piece of writing, use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipating misunderstandings, and use subject-specific terms accurately.

**Component 3: Literary Analysis** – Students will read literary texts (e.g. short stories, poetry, and longer works, including novels), recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Additionally, they will explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature.

**Representative Standards**

**Component 1 -  
Persuasion**

**R 2.8** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers’ concerns, counterclaims, biases, and expectations.

**SA 2.5** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

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**Component 2 -  
Exposition**

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

**R 2.4** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

**R 2.5** Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**SA 2.2 Deliver expository presentations**

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**Component 3 – Literary  
Analysis**

**R 3.3** Analyze interactions between main and subordinate characters in a literary text (e.g. internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

**R 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).

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- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author’s purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

**Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide, Grade 10*
- *LAUSD CAHSEE Writing: An Intervention Curriculum*
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Essential Standards in English/Language Arts  
(Semester Course – Grades 11-12 )**

**For Graduation Credit only**

**230227            ESS STD ENGLISH**

**Course Description**

The major purpose of this semester course is to provide additional academic reading and writing support for those students in the 11<sup>th</sup> grade who have not passed the California High School Exit Exam (CAHSEE). Because the CAHSEE is based on 9<sup>th</sup>/10<sup>th</sup> grade reading/language arts content standards, the work in this course focuses on those standards in the CAHSEE blueprint. Focused instruction should include strands in which students demonstrate high areas of need, particularly Reading Comprehension of Informational Materials (R 2.0), Literary Response and Analysis (R 3.0), Writing Strategies (WS 1.0), Written Language Conventions (LC 1.0), and Writing Applications (W 2.0). This intervention course earns graduation credit only (non A-G course).

**Focus Standards (2-5 items on CAHSEE)**

**Reading**

**Grades 9/10**

**R 2.1** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

**R 2.4** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the idea and connect them to other sources and related topics to demonstrate comprehension.

**R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

**R 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

**R 2.8** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).

**R 3.1** Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

**R 3.3** Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

**R 3.4** Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

**R 3.6** Analyze and trace and author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

**R 3.7** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

**R 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

**R 3.9** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of the text.

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**Writing**

**Grades 9/10**

**W 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**W 1.2** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**W 1.4** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

**W 1.9** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**Written and Oral**

**Language Conventions**

**Grades 9/10**

**LC 1.1** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

**LC 1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

**LC 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Other Standards (1 item on CAHSEE)**

**Grade 8**

**R 2.1** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

**R 3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach).

**R 3.10** Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

**Essay (Random rotation of categories of writing)**

**Writing Applications**

**Grades 9/10**

**W 2.1** Write biographical narratives:

- a. Relate a sequence of events and communicate the significance of the events to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data,

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facts, and ideas.

- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of informational and literary texts, both orally and in writing.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of a writer's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources).
- Recognize and understand the significance of various literary devices.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus.
- Develop the main ideas within the body of the composition through supporting evidence.
- Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- CAHSEE Blueprint
- **Recommended Resource:** California High School Exit Examination, English-Language Arts Released Test Questions, California Department of Education, October 2006
- **Recommended Resource:** *LAUSD CAHSEE Writing*. This document can be downloaded from <http://iss.lausd.net/secliteracy/resources.html>

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Senior Seminar  
(Semester Course – Grades 11-12)**

**For Graduation Credit Only**

**Prerequisite: None for students in grades 11 and 12**

**230444 SENIOR ENG SEM**

**Course Description**

The major purpose of this course is to provide a concentrated intervention course for students who have not passed the English/Language Arts portion of the California High School Exit Exam . It is designed with a strategic and differentiated approach to standards-based learning that includes the application of the core knowledge and cognitive skills required for:

- Word analysis, fluency and systemic vocabulary development.
- Analyzing organizational patterns, arguments, and positions advanced in informational text.
- Reading and responding to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.
- Writing coherent and focused essays that convey a well-defined perspective and tightly reasoned argument and demonstrate an awareness of the audience and purpose.
- Combining the rhetorical strategies of narration, exposition, persuasion, description, and literary analysis to produce multiple texts that demonstrate a command of standard English conventions and that establish a controlling impression, coherent thesis, supporting evidence, and a consistent tone and focus throughout the piece of writing.
- Engaging in academic conversations (speaking and listening) to formulate judgments about ideas under discussion and support those judgments with convincing evidence.

By focusing instruction on critical thinking, problem-solving, reading, writing, speaking, and listening skills, students will maximize their performance on the California High School Exit Exam and other benchmark assessments. This intervention course earns graduation credit only.

**Course Syllabus**

**Scope and Sequence**

**Strategic Reading Comprehension**

**Word Analysis**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials in order to use those words accurately.

**Reading: Focus on Informational Materials**

Students read commentaries, editorials, essays, speeches, articles, excerpts, political cartoons, advertisements, letters, student drafts, multi-genre texts on a single topic, brochures, catalogs, guidebooks, memorandums, interviews, directions, maps, nonfiction books, trade reports, charts, autobiographies, biographies, journals, primary and secondary source material, lab reports, case studies.

**Reading: Literary Response and Analysis**

Students read and analyze a variety of literary genres for discussion, criticism, modeling, inquiry, and other forms of application. Students read autobiographies, biographies, dramatic literature poetry, short stories, literary interpretations, memoirs, mythology, fables, folk tales, novels, journals, diaries, songs.

**Strategic Writing**

**Writing Strategies**

Students write clear, coherent, and focused essays. Students' essays exhibit awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

**Writing Conventions**

Students write and speak with a command of Standard English language conventions including grammar, sentence construction, and paragraph structure.

**Writing Applications**

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Students write essays, literary critiques and analyses, responses to prompts and informational documents to demonstrate understanding of audience, tone, theme, thesis, argument, counterargument, literary devices, features of literary genres, author's style, use of evidence, appropriate writing strategies, correct language conventions and other skills related to effective writing.

**Diagnostic Assessments**

Students take periodic diagnostic assessments to allow students and teachers to frequently assess, monitor, collect evidence of progress, and to make critical decisions about instruction.

**Speaking and Listening**

Students engage in various forms of speaking and active listening to maximize comprehension, to assess understanding, to demonstrate proficiency, and to encourage cooperative learning.

**Instructional Approach**

- A balance of direct instruction and inquiry
- Units of instruction that are presented and reviewed in a coherent, calibrated and consistent format
- Paired, small and large group formats
- Technology-assisted instruction
- Frequent feedback to support student learning
- Self evaluation and peer evaluation
- Formative assessments to inform instructional practice

**Representative Standards by Strand (See current CAHSEE Blueprint for guidance)**

**Reading**

**Grades 9/10**

**R 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

**R 2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

**R 3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analysis of recurrent patterns and themes.

**Writing**

**Grades 9/10**

**W 1.0 Writing Strategies**

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

**W 2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

**Listening and Speaking**

**Grades 9/10**

**LS 1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres, both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to

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achieve their purposes.

- Identify the author’s purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

**Assessments**

- MY Access, Online Assessment and Instruction for K-12, Vantage Learning.
- Teacher-created quizzes and tests
- Released CAHSEE assessment documents from previous years

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- CAHSEE Blueprint
- **Recommended Resource:** Measuring Up to the California Content Standards and Success Strategies for the CAHSEE – Exit Level, The Peoples Publishing Group, 2005.
  - Consumable student books
  - Annotated Teacher’s Edition
  - Diagnostic Practice Tests 1-3
- **Recommended Resource:** Measuring Up e-Path, The Peoples Publishing Group.
- **Recommended Resource:** Multi-Cultural Voices, Literature from the United States, Scott Foresman, 1995
- **Recommended Resource:** California High School Exit Examination, English-Language Arts Released Test Questions, California Department of Education, October 2006
- **Recommended Resource:** *LAUSD CAHSEE Writing*. This document can be downloaded from <http://iss.lausd.net/secliteracy/resources.html>

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

# Unit 1

## **Algebra 1AB Unit *Concept Organizer*** **Solutions of Linear Sentences in One Variable**

- *Transitioning* from previous mathematics to Algebra 1
- Understand the connections from *arithmetic to algebra* 1.0, **2.0**, **4.0**
- Understand and *solve equations* in one variable (including absolute value) 3.0, **4.0**, **5.0**

**Unit 1, Review – Transitioning from Previous Mathematics**  
*Instructional Resources: Prentice Hall: Algebra 1*

Concept	Textbook Connections	Vocabulary
<p><b>Transitioning from Seventh grade mathematics to Algebra 1</b></p> <ul style="list-style-type: none"> <li>• Read, compare and order real numbers</li> <li>• Add, subtract, multiply and divide rational numbers and take positive rational numbers to whole-number powers</li> <li>• Multiply, divide and simplify rational numbers by using exponent rules</li> <li>• Work with rates, ratios and percents to solve problems</li> </ul>	<p><b>California Standards Key Concepts Book: Algebra 1 P6 – P66</b></p> <p><b>Topic 1:</b> Working with Fractions: P6-P25  <b>Topic 2:</b> Rates, Ratios and Percents: P26-P41  <b>Topic 3:</b> Integers: P42-P66</p>	<p>Absolute value            Decimal            Difference            Equivalent fractions            Evaluate (an expression)            Fraction            Greatest common factor (GCF)            Improper fraction            Integer            Mixed number            Opposite            Order of operations            Percent            Product            Quotient            Rate            Ratio            Simplest form (of a fraction)            Sum            Variable            Variable expression</p>

**Unit 1, Concept 2 – Solutions of Linear Sentences in One Variable**  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.**
- **4.0 Students simplify expressions before solving linear equations and inequalities in one variable**

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand the connections from <i>arithmetic to algebra</i></b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of variables and variable expressions</li> <li>• Apply the concept of absolute value to simple equations</li> <li>• Solve simple equations using mental math</li> <li>• Simplify numerical expressions using the properties of real numbers including the distributive property</li> <li>• Evaluate variable expressions</li> <li>• Translate phrases into algebraic expressions</li> </ul>	<p><b>Lessons</b></p> <p><b>1-1</b> Symbols and Expressions  <b>1-2</b> The Commutative and Identity Properties  <b>1-3</b> Exponential Notation  <b>1-4</b> The Associative Property  <b>1-5</b> The Distributive Property of Multiplication over Addition  <b>1-6</b> Writing Expressions  <b>1-7</b> Solving Equations: An Introduction  <b>1-9</b> Using Formulas  <b>2-1</b> Integers and the Number Line  <b>2-2</b> Rational Numbers  <b>2-3</b> Addition of Rational Numbers  <b>2-4</b> Subtraction of Rational Numbers  <b>2-5</b> Multiplication of Rational Numbers  <b>2-6</b> Division of Rational Numbers  <b>2-7</b> Using the Distributive Property  <b>2-8</b> Inverse of a Sum and Simplifying</p>	<p>Absolute value  Base  Closure property  Coefficient  Distributive property  Equation  Exponent  Inequality  Integer  Like terms  Numerical expression  Opposite  Order of operations  Power  Real number  Reciprocal  Solution  Term  Variable  Variable expression</p>

## Unit 1, Concept 3 – Solutions of Linear Sentences in One Variable

*Instructional Resources: Prentice Hall: Algebra 1*

### Standards:

- 4.0 Students simplify expressions before solving linear equations and inequalities in one variable
- 5.0 Students solve multistep problems, including word problems involving linear equations and linear inequalities in one variable and provide justification for each step
- 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and solve equations in one variable (including absolute value)</b></p> <ul style="list-style-type: none"> <li>• Solve linear equations in one variable (including proportions)</li> <li>• Graph solutions to equations on a number line</li> <li>○ Solve application problems</li> </ul>	<p><b>Lessons</b></p> <p><b>3-1</b> The Addition Property of Equality  <b>3-2</b> The Multiplication Property of Equality  <b>3-3</b> Using the Properties Together  <b>3-4</b> Expressions and Equations  <b>3-5</b> More on Solving Equations  <b>3-6</b> Clearing an Equation of Fractions or Decimals  <b>3-7</b> Formulas  <b>3-8</b> Solving Equations Involving Absolute Value  <b>3-9</b> Proportions  <b>9-3</b> Equations and Absolute Value</p>	<p>Absolute value            Absolute value equation            Equivalent equations            Formula            Identity            Inverse operations            Linear equation            Properties of equality            Rounding error</p>

**Algebra 1AB**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
1.0	Students use properties of numbers to demonstrate whether assertions are true or false.	1/2 (1 Every other year)	<b>1</b>	
 2.0	Students <u>understand and use such operations as taking the opposite, finding the reciprocal</u> , taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>3</b>	
3.0	Students solve <u>equations</u> and inequalities involving absolute values.	1	<b>2 (=)</b>	
 4.0	Students simplify expressions prior to solving <u>linear equations</u> and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$ .	3	<b>5</b>	
 5.0	Students solve multistep problems, including word problems, involving <u>linear equations</u> and linear inequalities in one variable and provide justification for each step.	6	<b>9</b>	<b>1</b>
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 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. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Unit 2

## Algebra 1AB Unit *Concept Organizer*

### Solutions and Graphs of Linear Sentences in One and Two Variables

- Understand and *graph* linear equations in one and two variables using a variety of techniques **6.0, 7.0, 8.0, 15.0, 17, 18**
- Understand and *derive* linear equations using a variety of techniques **2.0, 7.0, 8.0**
- Understand and *solve* inequalities in one variable (including absolute value) **2.0, 3.0, 4.0, 5.0**

# Unit 2

## Algebra 1AB Unit *Concept Organizer*

### Solutions and Graphs of Linear Sentences in One and Two Variables

- Understand and *graph* linear equations in one and two variables using a variety of techniques **6.0, 7.0, 8.0, 15.0, 17, 18**
- Understand and *derive* linear equations using a variety of techniques **2.0, 7.0, 8.0**
- Understand and *solve* inequalities in one variable (including absolute value) **2.0, 3.0, 4.0, 5.0**

***Unit 2, Concept 1 – Solutions and Graphs of Linear Sentences in One and Two Variables***  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **6.0 Students graph a linear equation and compute the x- and y-intercepts. They are also able to sketch the region defined by linear inequality.**
- **7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.**
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- **15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.**

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and graph linear equations in one and two variables using a variety of techniques</b></p> <ul style="list-style-type: none"> <li>• Verify that a point lies on, above, or below a line</li> <li>• Evaluate the slope of a line</li> <li>• Graph a linear function by plotting points, using intercepts, and using the slope and y-intercept</li> <li>• Sketch the region defined by a linear inequality</li> <li>• Identify characteristics of parallel and perpendicular lines</li> </ul>	<p><b>Lessons</b></p> <p>7-1 Graphing Ordered Pairs            7-2 Graphing Equations            7-3 Linear Equations and Their Graphs            7-4 Slope            7-5 Equations and Slope            7-8 Parallel and Perpendicular Lines (the part of this section pertaining to characteristics of parallel and perpendicular lines)            9-5 Inequalities in Two Variables</p>	<p>Direct variation            Function notation            Linear equation            Linear inequality in two variables            Ordered pair            Slope            Slope-intercept form            x - intercept            y - intercept</p>

**Unit 2, Concept 2 – Solutions and Graphs of Linear Sentences in One and Two Variables**  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents**
  - **7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.**
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

<b>Concept (and related skills)</b>	<b>Textbook Connections</b>	<b>Vocabulary</b>
<p><b>Understand and derive linear equations using a variety of techniques</b></p> <p>Derive the equation of a line</p> <ul style="list-style-type: none"> <li>• given the slope and a point on a line</li> <li>• given 2 points on the line</li> <li>• parallel or perpendicular to a given line through a given point</li> </ul>	<p><b>Lessons</b></p> <p>7-6 Finding the Equation of a Line</p> <p>7-7 Fitting Equations to Data</p> <p>7-8 Parallel and Perpendicular Lines (the part of this section pertaining to writing equations of lines)</p>	<p>Linear model</p> <p>Perpendicular</p> <p>Point-slope form</p> <p>Rate of change</p> <p>Standard form</p>

**Unit 2, Concept 3 – Solutions and Graphs of Linear Sentences in One and Two Variables**

*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents**
- 3.0 Students solve equations and inequalities involving absolute values.
- **4.0 Students simplify expressions before solving linear equations and inequalities in one variable**
- **5.0 Students solve multistep problems, including word problems involving linear equations and linear inequalities in one variable and provide justification for each step**

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and <i>solve</i> inequalities in one variable (including absolute value)</b></p> <ul style="list-style-type: none"> <li>• Solve inequalities in one variable</li> <li>• Solve linear absolute value inequalities</li> <li>• Graph inequality solutions (including absolute value) on a number line</li> </ul>	<p><b>Lessons</b></p> <p><b>4-1</b> Inequalities and Their Graphs  <b>4-2</b> The Addition Property of Inequalities  <b>4-3</b> The Multiplication Property of Inequalities  <b>4-4</b> Using the Properties Together  <b>4-5</b> Using Inequalities  <b>9-4</b> Inequalities and Absolute Value</p>	<p>Absolute-value inequality            Addition property of inequality            Compound inequality            Division property of inequality            Graph of an inequality            Linear inequality in two variables            Multiplication property of inequality            Subtraction property of inequality</p>

**Algebra 1AB**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>Embedded</b>	
3.0	Students solve equations and <u>inequalities</u> involving absolute values.	1	<b>1 (&lt;&gt;)</b>	
4.0	Students simplify expressions prior to solving linear equations and <u>inequalities</u> in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	3	<b>1 (&lt;&gt;)</b>	
5.0	Students solve multistep problems, including word problems, involving linear equations and <u>linear inequalities</u> in one variable and provide justification for each step.	6	<b>3 (&lt;&gt;)</b>	
6.0	Students graph a linear equation and compute the $x$ - and $y$ - intercepts (e.g. graph $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g. they sketch the region defined by $2x + 6y < 4$ ).	4	<b>7</b>	<b>1</b>
7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.	4	<b>6</b>	
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	1	<b>2</b>	
15.0	<u>Students apply algebraic techniques to solve rate problems</u> , work problems, and percent mixture problems.	4	<b>0</b>	
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 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. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Unit 3

## Algebra 1AB Unit *Concept Organizer*

### Solutions and Graphs of Systems of Linear Sentences in Two Variables

- Understand and *solve systems* of linear equations and linear inequalities graphically and algebraically **9.0, 15.0**

### Quadratic Equations and Functions

- Understand how to *solve quadratic equations* and how to interpret the graphs of quadratic functions **2.0, 15.0, 19.0, 20.0, 21.0, 22.0, 23.0**

**Unit 3, Concept 1 – Solutions and Graphs of Linear Sentences in One and Two Variables**  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **9.0** Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- **15.0** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and <i>solve</i> systems of linear equations and linear inequalities graphically and algebraically</b></p> <ul style="list-style-type: none"> <li>• Solve systems of equations by graphing</li> <li>• Solve systems of linear inequalities by graphing</li> <li>• Solve systems of two linear equations using substitution and elimination</li> <li>• Solve application problems using the above techniques</li> </ul>	<p><b>Lessons</b></p> <p><b>8-1</b> Solving Systems of Equations by Graphing  <b>8-2</b> The Substitution Method  <b>8-3</b> The Addition Method  <b>8-4</b> Using Systems of Equations  <b>9-6</b> Graphing Systems of Linear Inequalities</p>	<p>Linear combination            Point of intersection            Solution of a linear system            Solution of a system of linear Inequalities            System of linear equations            System of linear inequality</p>

## *Unit 3, Concept 2 – Quadratic Equations and Functions*

*Instructional Resources: Prentice Hall: Algebra 1*

### Standards:

- **2.0** Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents
- **15.0** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- **19.0** Students know the quadratic formula and are familiar with its proof by completing the square.
- **20.0** Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- **21.0** Students graph quadratic functions and know that their roots are the x-intercepts.
- **23.0** Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand how to solve quadratic equations and how to interpret the graphs of quadratic functions</b></p> <ul style="list-style-type: none"> <li>• Solve quadratic equations by               <ol style="list-style-type: none"> <li>1) graphing (x intercepts)</li> <li>2) finding square roots</li> <li>3) using the quadratic formula</li> </ol> </li> <li>• Relate the graph of a quadratic function to its related quadratic equation</li> <li>• Solve application problems using the above techniques</li> </ul>	<p><b>Lessons</b></p> <p><b>13-1</b> Introduction to Quadratic Equations  <b>13-2</b> More Solving Quadratic Equations  <b>13-4</b> The Quadratic Formula</p>	<p>Axis of symmetry            Discriminant            Parabola            Perfect square            Quadratic equation            Quadratic formula            Quadratic function            Radical expression            Radicand            Real root            Roots of a quadratic equation            Square root            Vertex            Zeros</p>

**Algebra 1AB**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, <u>taking a root</u> , and raising to a fractional power. <u>They understand and use the rules of exponents.</u>	4	2	
9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	5	5	
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	3	
19.0	<u>Students know the quadratic formula</u> and are familiar with its proof by completing the square.	2	2	
20.0	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	3	3	
21.0	Students graph quadratic functions and know that their roots are the $x$ - intercepts.	3	3	
23.0	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	3	2	1
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 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. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Unit 4

## Algebra 1AB Unit *Concept Organizer*

### Quadratic Equations and Operations on Polynomials

- Understand monomials and polynomials and *perform operations* on them (including factoring) and *apply to solutions* of quadratic equations **2.0, 10.0, 11.0, 14.0, 15.0**

### Operations with Rational Expressions and Rational Equations

- Understand the algebra of *rational expressions* **10.0, 12.0, 13.0**
- Understand and solve *rational equations* in one variable **11.0, 12.0, 13.0, 15.0, 16.0**

## Unit 4, Concept 1 – Quadratic Equations and Function; Operations on Polynomials

*Instructional Resources: Prentice Hall: Algebra 1*

### Standards:

- **2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents**
- **10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.**
  - 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- **14.0 Students solve a quadratic equation by factoring or completing the square.**
- **15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.**

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand monomials and polynomials and perform operations on them (including factoring) and apply to solutions of quadratic equations.</b></p> <ul style="list-style-type: none"> <li>• Perform arithmetic operations on and with polynomials</li> <li>• Factor 2<sup>nd</sup> and 3<sup>rd</sup> degree polynomials over the integers</li> <li>• Use the zero-product rule and factoring as well as completing the square to solve simple quadratics</li> </ul> <p>Solve application problems using the above techniques</p>	<p><b>Lessons</b></p> <p>5-1 Exponents                      5-2 More with Exponents                      5-3 Multiplying and Dividing Monomials                      5-5 Polynomials                      5-6 More on Polynomials                      5-7 Addition of Polynomials                      5-8 Subtraction of Polynomials                      5-9 Multiplication of Monomials and Binomials                      5-10 Multiplying Binomials: Special Products                      5-11 Multiplying Polynomials                      6-1 Factoring Polynomials                      6-2 Difference of Two Squares                      6-3 Trinomial Squares                      6-4 Factoring <math>x^2 + bx + c</math>                      6-5 Factoring <math>ax^2 + bx + c</math>                      6-6 Factoring by Grouping                      6-7 Factoring: A General Strategy                      6-8 Solving Equations by Factoring                      13-3 Solving by Completing the Square</p>	<p>Binomial                      Completing the square                      Degree of a monomial                      Degree of a polynomial                      Factor completely                      Factored form                      Factor a trinomial                      Monomial                      Perfect square trinomial                      Polynomial                      Prime polynomial                      Standard form                      Trinomial                      Zero-product property</p>

***Unit 4, Concept 2 – Operations with Rational Expressions and Rational Equations***  
*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- **10.0 Students add, subtract, multiply and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques**
- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- **13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.**

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand the algebra of rational expressions</b></p> <ul style="list-style-type: none"> <li>• Simplify rational expressions</li> <li>• Perform arithmetic operations on and with rational expressions</li> </ul>	<p><b>Lessons</b></p> <p><b>10-1</b> Simplifying Rational Expressions  <b>10-2</b> Multiplying Rational Expressions  <b>10-3</b> Dividing Rational Expressions  <b>10-4</b> Addition and Subtraction: Like Denominators  <b>10-5</b> Addition and Subtraction: Unlike Denominators</p>	<p>Least common denominator  Rational expression  Rational number</p>

**Unit 4, Concept 3 – Operations with Rational Expressions and Rational Equations**

*Instructional Resources: Prentice Hall: Algebra 1*

**Standards:**

- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- **13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.**
- **15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.**
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

Concept (and related skills)	Textbook Connections	Vocabulary
<p><b>Understand and solve <i>rational equations</i> in one variable</b></p> <ul style="list-style-type: none"> <li>• Solve rational equations</li> <li>• Solve applications problems using the above techniques</li> </ul>	<p><b>Lesson</b></p> <p><b>10-6</b> Solving Rational Equations</p>	<p>Rational equation</p>

# Unit 1

## **Geometry Unit *Concept Organizer*** **Developing Geometric Sense**

- Understand polygons and angles **12.0, 13.0**
- Understand parallel lines cut by transversals **7.0, 16.0**
- Understand the introduction to logical reasoning **1.0, 2.0, 3.0**

# Unit 2

## **Geometry Unit *Concept Organizer*** **Triangles and Quadrilaterals**

- Understand Triangle Congruency and Similarity **4.0, 5.0, 6.0**
- Understand the Properties of Quadrilaterals **7.0**
- Understand, Derive, and Apply Area Formulas **8.0, 10.0, 11.0**

# Unit 3

## **Geometry Unit *Concept Organizer***

### **Circles, Trigonometry, and Volume**

- Understand the properties of right triangles and trigonometry **14.0, 15.0, 18.0, 19.0, 20.0**
- Understand the properties of circles **8.0, 21.0**
- Understand volume and surface area **9.0, 11.0**

# Unit 4

## **Geometry Unit *Concept Organizer*** **Rigid Motion and Coordinate Geometry**

- Understand transformations 22.0
- Understand the relationships in coordinate geometry 17.0

# Unit 1

## **Algebra 2AB Unit *Concept Organizer***

### Linear Functions and Polynomials

- Solve and understand linear equations and inequalities and systems involving absolute value **1.0**
- Graph, solve, and understand linear systems of equations and inequalities in 2 or 3 variables **2.0**
- Understand and know operations with polynomials including factoring **3.0, 4.0, 25.0**

# Unit 2

## **Algebra 2AB Unit *Concept Organizer***

Rational Expressions, Quadratic  
Functions and Complex Numbers

- Understand rational expressions 7.0, 15.0
- Understand and graph quadratic functions and parabolas **8.0, 9.0, 10.0**
- Understand and solve problems involving complex numbers **5.0, 6.0, 8.0**

# Unit 3

## **Algebra 2AB Unit *Concept Organizer***

Exploring Functional Concepts  
and Counting Principles

- Understand exponential and logarithmic functions and solve their equations **11.0, 12.0, 13.0, 14.0, 15.0, 24.0, 25.0**
- Know and understand how to solve problems involving arithmetic and geometric sequences and series **22.0, 23.0**
- Understand and solve problems using combinatorics **18.0, 19.0, 20.0**

# Unit 4

## **Algebra 2AB Unit *Concept Organizer***

### Conic Sections and Polynomial Theorems

- Understand and use the relationship between the graphs and the coefficients of equations of conic sections 16.0, 17.0
- Understand and apply theorems of polynomials 21.0, 24.0

## SECONDARY MATHEMATICS PERIODIC ASSESSMENTS, *MIDDLE SCHOOLS*

School Calendar	MDTP	Assessment #1	Assessment #2	Assessment #3	<u>CST</u>	MDTP
<b>Single Track</b>		Oct.27 – Nov.9	Jan.22 – Feb.2	Apr. 16-27		

<u>Three Track</u>					<u>CST</u>	
<b>A</b>		Oct.16-27	Dec. 11-22	Apr. 16-27		
<b>B</b>		Aug. 14-25	Dec. 11-22	Feb. 12-26		
<b>C</b>		Aug.21 – Sep.1	Oct. 16-27	Feb. 12-26		

<u>Four Track</u>					<u>CST</u>	
<b>A</b>		Oct. 9-20	Dec. 4-15	Apr. 9-20		
<b>B</b>		Aug.28–Sep.11	Dec. 4-15	Feb.16 - Mar.2		
<b>C</b>		Oct. 9-20	Dec. 4-15	Apr. 9-20		
<b>D</b>		Aug.28–Sep.11	Oct.23 - Nov.3	Feb.16 - Mar.2		

## SECONDARY MATHEMATICS PERIODIC ASSESSMENTS, *HIGH SCHOOLS*

School Calendar	MDTP	Assessment #1	Assessment #2	Assessment #3	<u>CST</u>	MDTP
<b>Single Track</b>		Oct. 23 - Nov.3	Jan. 22 – Feb.2	Apr. 16-27		

<u>Three Track</u>						
<b>A</b>		Oct.23 – Nov.3	Dec. 11-22	Apr.23 - May 4		
<b>B</b>		Aug. 14-25	Dec. 11-22	Feb.16 – Mar. 2		
<b>C</b>		Aug.21 – Sep.1	Oct. 16-27	Feb.26 – Mar.9		

**Grade 6**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**

		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
🔑 NS1.1	<b>Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.</b>	3	6	1
NS2.1	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	1/2 (1 Every other year)	2	
NS2.2	Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8$ divided by $15/16 = 5/8 \times 16/15 = 2/3$ ).	1/2	2	
🔑 NS2.4	<b>Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</b>	3	5	

		No. of Multiple Choice Items on the Assessment
<b>5<sup>th</sup> Grade Standards</b>	<b><u>Mathematics Review</u></b> <b><u>Grade 5 Standards</u></b>	
5NS1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	1
5NS1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ ).	1
5NS1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	1
5NS2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	2

**Grade 6**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment		
•	•	NS1.2	Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations ( $a/b$ , $a$ to $b$ , $a:b$ ).	1	0	
•	•	NS1.3	Use proportions to solve problems (e.g., determine the value of $N$ if $4/7 = N/21$ , find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.	6	5	1
•	•	NS1.4	Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	5	3	
•	•	NS2.3	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.	6	3	
•	•	AF1.1	Write and solve one-step linear equations in one variable.	6	3	
		AF1.2	Write and evaluate an algebraic expression for a given situation, using up to three variables.	1	0	
		AF1.3	Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	1	1	
		AF1.4	Solve problems manually by using the correct order of operations or by using a scientific calculator.	1	0	
		AF2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).	1	0	
•	•	AF2.2	Demonstrate an understanding that <i>rate</i> is a measure of one quantity per unit value of another quantity.	6	4	
		AF2.3	Solve problems involving rates, average speed, distance, and time.	1	1	

**Grade 6**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
SDAP1.1	Compute the range, mean, median, and mode of data sets.	1/3 (1 every 3 years)	1	
SDAP1.2	Understand how additional data added to data sets may affect these computations of measures of central tendency.	1/3	0	
SDAP1.3	Understand how the inclusion or exclusion of outliers affect measures of central tendency.	1/3	0	
🔑 SDAP2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.	3	6	1
🔑 SDAP2.3	Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	NA	0	
🔑 SDAP2.4	Identify data that represent sampling errors and explain why the sample (and the display) might be biased.	NA	0	
🔑 SDAP2.5	Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	1/3	0	
🔑 SDAP3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.	3	6	
🔑 SDAP3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if $P$ is the probability of an event, $1 - P$ is the probability of an event not occurring.	3	6	
🔑 SDAP3.5	Understand the difference between independent and dependent events.	1/3	1	

**Grade 7**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
AF1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.	5	6	1
AF1.4	Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.	1/3 (1 every 3 years)	2	
AF1.5	Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.	2/3 (2 every 3 years)	3	

**Mathematics Review**  
**Grade 6 Standards**

<b>6<sup>th</sup> Grade Standard</b>		No. of Multiple Choice Items on the Assessment
NS1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	3
NS1.3	<u>Use proportions to solve problems (e.g., determine the value of <math>N</math> if <math>4/7 = N/21</math>, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</u>	2
NS2.3	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations that use positive and negative integers and combinations of these operations.	2
NS2.4	Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	2

**Grade 7**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
NS1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	1	1	
🔑 NS1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.	4	5	1
NS1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.	1	1	
🔑 NS1.5	Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.	1	3	
NS1.6	Calculate the percentage of increases and decreases of a quantity.	1	1	
🔑 NS1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.	5	4	
🔑 NS2.3	Multiply, divide, and simplify rational numbers by using exponent rules.	3	3	
🔑 NS2.5	Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.	2	2	

**Grade 7**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
➤ NS1.4	Differentiate between rational and irrational numbers.	1	2	
➤ MG3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.	4	4	
➤ MG3.4	Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.	2	2	
➤ AF4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.	5	6	
➤ AF4.2	Write and solve one-step linear equations in one variable.	5	6	1

**Algebra 1AB**  
**Assessment 1**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
1.0	Students use properties of numbers to demonstrate whether assertions are true or false.	1/2 (1 Every other year)	1	
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	3	
3.0	Students solve equations and inequalities involving absolute values.	1	2 (=)	
4.0	Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$ .	3	5	
5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	6	9	1
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 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. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

**Algebra 1AB**  
**Assessment 2**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.	4	<b>Embedded</b>	
3.0	Students solve equations and <u>inequalities</u> involving absolute values.	1	<b>1 (&lt;&gt;)</b>	
4.0	Students simplify expressions prior to solving linear equations and <u>inequalities</u> in one variable, such as $3(2x-5) + 4(x-2) = 12$ .	3	<b>1 (&lt;&gt;)</b>	
5.0	Students solve multistep problems, including word problems, involving linear equations and <u>linear inequalities</u> in one variable and provide justification for each step.	6	<b>3 (&lt;&gt;)</b>	
6.0	Students graph a linear equation and compute the $x$ - and $y$ - intercepts (e.g. graph $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g. they sketch the region defined by $2x + 6y < 4$ ).	4	<b>7</b>	<b>1</b>
7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.	4	<b>6</b>	
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	1	<b>2</b>	
15.0	<u>Students apply algebraic techniques to solve rate problems</u> , work problems, and percent mixture problems.	4	<b>0</b>	
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 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. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

**Algebra 1AB**  
**Assessment 3**  
**Periodic Assessments Blueprint**  
**Secondary Mathematics, 2006 – 2007**



		No. of Items on the CST	No. of Multiple Choice Items on the Assessment	No. of Constructed Response Items on the Assessment
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, <u>taking a root</u> , and raising to a fractional power. <u>They understand and use the rules of exponents.</u>	4	2	
9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.	5	5	
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	4	3	
19.0	<u>Students know the quadratic formula</u> and are familiar with its proof by completing the square.	2	2	
20.0	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.	3	3	
21.0	Students graph quadratic functions and know that their roots are the $x$ - intercepts.	3	3	
23.0	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	3	2	1
24.0	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each. Students identify the hypothesis and conclusion in logical deduction. Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.	Embedded	<b>Embedded</b>	
25.0	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. 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. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.	Embedded	<b>Embedded</b>	

# Appendix 7

**MEMORANDUM OF UNDERSTANDING FOR  
COMPREHENSIVE COLLABORATIVE EDUCATIONAL  
SERVICES AND PERFORMANCE AGREEMENT BETWEEN  
LOS ANGELES UNIFIED SCHOOL DISTRICT AND THE  
PARTNERSHIP FOR LOS ANGELES SCHOOLS**

**ARTICLE 1  
RELATIONSHIP AND AUTHORITY**

<b>1.1</b>	<b>Contractual Relationship .....</b>	<b>2</b>
<b>1.2</b>	<b>Intent .....</b>	<b>2</b>
<b>1.3</b>	<b>Authority .....</b>	<b>2</b>
<b>1.4</b>	<b>Collective Bargaining Agreements .....</b>	<b>3</b>
<b>1.5</b>	<b>Process and Procedures .....</b>	<b>3</b>
<b>1.6</b>	<b>Interpretation and Precedence .....</b>	<b>3</b>
<b>1.7</b>	<b>Nonexclusively .....</b>	<b>3</b>
<b>1.8</b>	<b>Waiver of Board Rules, Bulletins, Reference Guides, Memoranda and other Policies .....</b>	<b>3</b>

**ARTICLE 2  
TERM AND RENEWAL**

<b>2.1</b>	<b>Term .....</b>	<b>4</b>
<b>2.2</b>	<b>Renewal .....</b>	<b>4</b>
<b>2.3</b>	<b>Renewal Criteria .....</b>	<b>4</b>

**ARTICLE 3  
PARTNERSHIP SCHOOL(S)**

<b>3.1</b>	<b>PLAS School(s) .....</b>	<b>4</b>
<b>3.2</b>	<b>Attendance Boundaries .....</b>	<b>5</b>
<b>3.3</b>	<b>Maximum Enrollment Capacity .....</b>	<b>5</b>
<b>3.4</b>	<b>Admissions and Recruitment .....</b>	<b>5</b>
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**MEMORANDUM OF UNDERSTANDING FOR COMPREHENSIVE  
COLLABORATIVE EDUCATIONAL SERVICES AND PERFORMANCE  
AGREEMENT BETWEEN LOS ANGELES UNIFIED SCHOOL DISTRICT AND  
THE PARTNERSHIP FOR LOS ANGELES SCHOOLS**

THIS MEMORANDUM OF UNDERSTANDING (the “MOU”) is made and entered into as of May 27, 2008 by and between the Partnership for Los Angeles Schools, a California non-profit corporation (“PLAS”), and Los Angeles Unified School District (“District”), a school district organized and existing under the laws of the State of California (“State”). PLAS and the District agree to the terms set forth below and in the appendices and exhibits, attached hereto and incorporated herein.

WITNESSETH:

WHEREAS, under State law the Board of Education for the District (“Board”) has control and supervision of the public schools in the District and is charged with the duty to provide quality public education;

WHEREAS, PLAS is a California corporation having received non-profit status under Internal Revenue Code section 501(c)(3), designed as a medium for collaboration between the District, the City of Los Angeles and other stakeholders to address public education improvement in historically underserved areas;

WHEREAS, the Board, having carefully considered the need to design and implement new models for providing public education in certain areas of the District, and having determined that a collaborative effort between the PLAS, City of Los Angeles, the District, other non-profit organizations and various stakeholder groups enhance the likelihood of success, would be beneficial to the children of the District and would serve the unique needs of the District within the meaning of California Education Code Sections 35160 and 35160.1, adopts, to the extent permitted by law, PLAS’ educational program as the Board’s own for the schools to which this MOU applies;

WHEREAS, PLAS and the District desire to create an educational program for the children of the District that will utilize the educational services provided by PLAS and that will be based on trust, mutual respect, common educational objectives and clear accountability;

WHEREAS, it is the intent of both the Board and PLAS to comply fully with applicable federal and State law and regulations in implementing this MOU;

WHEREAS, the Board and PLAS expressly acknowledge and agree that the Board retains full authority over such school(s) as set out further herein;

WHEREAS, PLAS and the Board understand that PLAS Schools are ultimately subject to Board authority and PLAS is accountable to the Board in the performance of PLAS’s obligations under this MOU; and

WHEREAS, The PLAS emerged out of a collaborative effort between the District Board, Superintendent, and the Mayor of the City of Los Angeles to create a new model for delivery of District educational services in the City of Los Angeles, to improve schools and school communities, develop best practices and share them throughout the District;

NOW THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, PLAS and the District do hereby agree as follows:

## **ARTICLE 1 RELATIONSHIP AND AUTHORITY**

**1.1 Contractual Relationship.** The Board and PLAS hereby acknowledge and agree that the Board is charged under State law with the duty to administer the provision of public education services with the Board's jurisdiction and has authority to supervise all matters pertaining to the public schools. The Board and PLAS acknowledge and agree that the Board will retain all such authority under this MOU. Due to the unique nature of this MOU and the desire of the parties to explore an alternative means of providing education to the students of the District, PLAS shall be subject to the oversight of the Board and shall be accountable to the Board, which oversight and accountability shall be exercised by and through the District except for those situations where the Board sponsors the appropriate Board action to allow PLAS to appear before the Board for purposes of oversight and accountability.

**1.2 Intent.** The intent of this MOU is to create a collaborative between the District and PLAS and to allow the PLAS the maximum freedom and autonomy permissible by law and applicable collective bargaining agreements, along with strong and clear accountability, in order to best serve the students and communities of the District and to develop new best practices that can be implemented in other areas of the District. This MOU is intended to set out the framework for this collaborative effort. The Parties recognize that this collaboration and MOU will evolve, be subject to amendment and shall be implemented in a manner to allow the greatest likelihood of success over time.

**1.3 Authority.** PLAS, in performing its duties and fulfilling its obligations under this MOU, shall have power and authority, consistent with federal and State law and subject to the other terms and conditions of this MOU and the oversight of the Board, to take such actions as may be necessary or desirable to properly and efficiently implement educational services at the PLAS School(s) in cooperation with the District. Should the District reasonably determine that, for any reason, the health or safety of any student or students at the PLAS School(s) is jeopardized, the District shall notify PLAS in writing and PLAS shall take all actions necessary to immediately resolve any and all issues, events, or items threatening the health or safety of any student or students. If, in the District's sole reasonable discretion, the District determines that PLAS failed to timely or adequately remedy any such issue, event, or item, the District may take action to resolve

the matter and exercise any remedy it may have under this MOU including, without limitation, termination of this MOU if necessary to assure the health and safety of students.

**1.4 Collective Bargaining Agreements.** Notwithstanding any other provision of this MOU, the District and PLAS agree and represent that the District and PLAS shall honor all applicable collective bargaining agreements, as they may be negotiated from time to time, for the term of this MOU and any renewals of this MOU. The District and PLAS commit to collaborating with employee groups to fulfill the intent of this MOU and maximize its benefit to students and communities.

**1.5 Process and Procedures.** The parties are in the process of developing a Process and Procedures Manual that will set out in more detail how the District and PLAS will conduct the shared efforts at PLAS Schools. The Process and Procedures Manual will be appended to this MOU and incorporated herein. As the Process and Procedures Manual will be a day-to-day operational document, the District's Superintendent, or her or his designee shall have authority to create, agree to, and amend it from time to time as appropriate with PLAS' agreement.

**1.6 Interpretation and Precedence.** This MOU, the Exhibits attached hereto, and the Process and Procedures Manual are to be interpreted so that all of the provisions are given as full effect as possible. In the event of a conflict between these documents, the following order of precedence will apply:

- (a) This MOU;
- (b) Exhibit to this MOU; and
- (c) Process and Procedures Manual.

**1.7 Nonexclusively.** The District shall not be required to contract for any services from PLAS except for the service expressly provided in this MOU or as otherwise necessary to effectuate the intent and advance the goals of this MOU. PLAS acknowledges and agrees that this MOU shall not create any exclusivity and this MOU shall not restrict or prevent the District from exploring, requesting, or obtaining information, proposals, models, technology, bids or other documents, services and products from any third party or developing such internally regardless of whether such are similar, identical or in addition to that provided by PLAS under this MOU or outside of the scope and intent of this MOU.

**1.8 Waiver of Board Rules, Bulletins, Reference Guides, Memoranda and other Policies.** It is the intent of the District to provide PLAS the maximum flexibility allowed by law to implement the educational services described in this MOU. To that end, District and PLAS agree that all Board Rules, Bulletins, References Guides and other District policies ("District Policies") that are not explicitly made applicable to PLAS and/or PLAS Schools in this MOU or necessary for compliance with law or applicable

collective bargaining agreements are hereby waived for PLAS and PLAS Schools. Notwithstanding the foregoing sentence, the District and PLAS recognize the need for a smooth transition and continuity, especially during the first year of the collaboration. The parties, therefore, recognize that PLAS schools may continue to operate using District policies that have been waived under this section 1.8. Notwithstanding the above, District employees working at PLAS Schools shall continue to comply with District ethics and conflict of interest policies. The Board may adopt a policy specifically for schools participating in the Innovation Division. PLAS schools shall comply with the provisions of such a policy, as it may be amended from time to time, that are consistent with the terms and intent of this MOU.

## **ARTICLE 2 TERM AND RENEWAL**

**2.1 Term.** The term of this MOU (“Term”) shall commence on the date first above written and end at midnight on June 30, 2013, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five school years beginning in the 2008-2009 school year.

**2.2 Renewal.** So long as PLAS is in good standing under this MOU, PLAS shall have the option to request the extension of the Term of this MOU for an additional period up to five (5) years after the Expiration Date. The process for submitting the renewal request shall be set forth in the Process and Procedures Manual

**2.3 Renewal Criteria.** District and PLAS agree that the renewal of this MOU will be determined by PLAS’ performance under this MOU under the metrics identified in section 4.9.

## **ARTICLE 3 PARTNERSHIP SCHOOL(S)**

**3.1 PLAS School(s).** Commencing immediately upon Board approval of this MOU, PLAS shall provide planning and coordination for the school year commencing July 1, 2008, and thereafter perform all functions contemplated by this MOU at each District school listed below (“PLAS School(s)”) and such other schools as the parties may from time to time agree upon. Prior to July 1, 2008, PLAS shall not have authority to direct the work of District school site personnel. The District and PLAS may, by mutual agreement, modify the list of PLAS Schools to remove one or more District schools from the list of PLAS Schools or add one or more District schools to the list of PLAS Schools pursuant to a process set forth in the Processes and Procedures Manual. The initial PLAS Schools are:

School Name	Address	CDS Code	Grade Level	Enrollment Capacity
Roosevelt SHS	456 S MATHEWS ST LOS ANGELES, CA 90033	8829	9-12	5040
Santee SHS	1921 S MAPLE AVE LOS ANGELES, CA 90011	8716	9-12	3559
Gompers MS	234 E 112TH ST LOS ANGELES, CA 90061	8160	6-8	1926
Hollenbeck MS	2510 E SIXTH ST LOS ANGELES, CA 90023	8179	6-8	2400
Markham MS	1650 E 104TH ST LOS ANGELES, CA 90002	8236	6-8	2033
Stevensen MS	725 S INDIANA ST LOS ANGELES, CA 90023	8387	6-8	2400
99 <sup>th</sup> Street ES	9900 S WADSWORTH AVE LOS ANGELES, CA 90002	5534	K-5	668
Figuroa ES	510 W 111TH ST LOS ANGELES, CA 90044	3822	1-5	677
Ritter ES	11108 WATTS AVE LOS ANGELES, CA 90059	6301	K-5	427
Sunrise ES	2821 E SEVENTH ST LOS ANGELES, CA 90023	6988	K-5	660

**3.2 Attendance Boundaries.** During the term of this MOU, the District shall, in collaboration with PLAS, continue to establish the attendance boundaries for PLAS Schools. The District shall give PLAS reasonable advance written notice of, and adequate opportunity to provide input on, any proposed attendance boundary modification. The District shall consult with PLAS before modifying an attendance boundary that it reasonably believes may have a material impact on any PLAS School to discuss the impact of the boundary change and whether the boundary change should be implemented. The PLAS may from time to time propose boundary adjustments to the District for collaborative consideration and implementation. The District will provide PLAS full access to all relevant demographic information.

**3.3 Maximum Enrollment Capacity.** During the term of this MOU, the District shall, in collaboration with the PLAS, continue to establish the enrollment capacity for the PLAS Schools. The District shall give PLAS reasonable advance written notice of, and adequate opportunity to provide input on, any enrollment capacity modification. The District shall consult with PLAS before modifying the enrollment capacity for any PLAS School to discuss the impact of the enrollment capacity change and whether the change should be implemented. The District and will work collaboratively toward moving PLAS Schools on year-round calendars to traditional school year calendars.

**3.4 Admissions and Recruitment.** The District and PLAS agree that, during the term of this MOU and any renewals thereof, each PLAS School will enroll and admit

students residing in their respective attendance boundaries. Admission to each PLAS School shall be open to all students residing in the appropriate attendance boundaries on a nondiscriminatory basis and PLAS and PLAS Schools shall take all action necessary to accommodate all such students. If after resident students have been enrolled and admitted a PLAS School has available seats, PLAS and PLAS Schools may conduct an open enrollment process or use District's permit process to fill the remaining seats. PLAS and the District shall be jointly responsible for the recruitment of students for the PLAS School(s). PLAS shall administer the recruitment process. Any costs related to transporting students from a PLAS School's attendance area to another school in the District, shall not be allocated to the PLAS School or otherwise charged to PLAS.

**3.5 Enrollment and Admissions during the School Year.** Each PLAS School shall enroll and admit students residing in its attendance boundary throughout each school year during the term of this MOU as long as the operational capacity for the PLAS School exceeds the number of enrolled students. A student shall not be denied admission to a PLAS School on the basis of the student's grade level if the PLAS School serves the student's grade level and the PLAS School has available seats.

**3.6 Integration Programs.** Notwithstanding any provision or language that may appear to be contrary in this MOU, PLAS acknowledges the District's obligation to comply with the *Crawford v. LAUSD* court order. PLAS also acknowledges that programs designed to comply with the court order may be operating at PLAS Schools. PLAS agrees that each PLAS School that is hosting or participating in an integration program or programs shall continue to host or participate in the program or programs as long as the court order is in effect. Notwithstanding the foregoing, PLAS may propose alternatives to existing programs that satisfy the court order and implement any such alternative for which PLAS receives prior written approval from the Board. To the extent that integration programs continue to be hosted at PLAS Schools, those programs shall continue to be funded the Targeted Instructional Improvement Grant.

**3.7 Student Transfers.** Any student transfer out of a PLAS School shall be governed by applicable District policies and rules. District shall not unreasonably withhold permission for any student to transfer into a PLAS School.

**3.8 Non-Discrimination.** PLAS shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in enrollment, admission, or discipline of students or operation of its programs.

**3.9 Access to PLAS School.** PLAS recognizes and agrees that PLAS Schools continue to be schools of the District during the term of this MOU and, as a result, the District may inspect or observe any PLAS School at any time without prior notice to PLAS without undue disruption of school or PLAS operations.

## ARTICLE 4 SCHOOL DESIGN

**4.1 School Operations.** PLAS shall, working with the staff, community, and Council (as defined below in this Article) at each PLAS School, develop for each PLAS School a complete educational program based on PLAS' school design, comprehensive academic programs, and education services principles ("PLAS School Design").

(a) **The PLAS School Design.** The PLAS School Design shall provide a program of instruction that serves all students at PLAS Schools including without limitation, students with special needs. The PLAS School Design shall, among other things: (a) be research based; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with California Department of Education's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the a student's IEP; and (e) provide supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling PLAS shall provide a reasonably detailed written description of the PLAS School Design. PLAS shall notify District in writing of any material modification of the PLAS School Design by November 30 of the school year before the school year in which modifications will be implemented.

(b) **Graduation Requirements.** For PLAS Schools serving grades nine through twelve inclusive, PLAS Schools shall comply with the District's course requirements for high school graduation. PLAS Schools shall not award high school diplomas to PLAS School students who have not successfully completed all of the District's graduation requirements, including, but not limited to, passing the California High School Exit Examination.

**4.2 Special Education and Related Services.** For the initial year of this MOU and until District and PLAS otherwise agree, District shall be responsible for providing special education and related services to PLAS School students as necessary. PLAS will assist the District in carrying out the District's responsibility to identify students with special needs and to develop student Individualized Education Plans ("IEPs") and to determine appropriate placements, as necessary. PLAS will adhere to the provisions of the Individuals with Disabilities Education Act ("IDEA") and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education ("FAPE"). PLAS will also ensure that no student with disabilities otherwise eligible to enroll in a PLAS Schools will be denied enrollment. PLAS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in a PLAS School. PLAS will adhere to the requirements of the Chanda Smith Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings. In the event PLAS develops a reasonable alternative to District special education and related services that is research based, proven effective, and complies with any and all legal requirements including, but not limited to the Modified Consent Decree, District

and PLAS shall meet and confer regarding implementation of that model. The model shall be implemented with the prior approval of the District, which consent thereto shall not be unreasonably withheld. At all times, PLAS may provide supplemental special education and related services to PLAS School students requiring special needs provided that such services comply with the law, are consistent with the relevant IEP, and are consented to by the relevant parent or guardian.

(a) **The IEP Process.** PLAS will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter assessment and IEP data into the District's designated data system (Welligent) in accordance with District policies and procedures. The PLAS will submit to the District all required reports, including, but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with applicable state and federal law and school include a PLAS representative (or designee) and a District representative (or designee). Services and placement shall be provided to all eligible PLAS School students in accordance with applicable law.

(b) **District's Delivery of Programs and Related Services.** District shall provide or contract for the provision of all special education and related services that are contained within or required by the terms of the IEP of any student who is enrolled at the PLAS School. In the event that the IEP team determines that the PLAS School is unable to provide an appropriate placement or services for a student with special needs, the IEP team will convene to discuss placement and service alternatives. PLAS shall work together with the District to ensure that the appropriate District personnel are present for the IEP team meeting.

(c) **Due Process Requests.** In the event that a parent or guardian of a student attending the PLAS School initiates due process proceedings, the District and the PLAS School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). The PLAS and District shall fully cooperate in scheduling and being available for IDR, mediations and hearings and shall make its personnel available in preparation for, and at, due process hearings and any other necessary proceedings. In the event that District determines that legal counsel representation is needed, legal counsel shall jointly represent District and the PLAS School. If PLAS retains separate legal representation for a due process proceeding or other legal proceeding or action, PLAS will be responsible for the cost of such representation. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party in a due process hearing or settlement MOU, the District and PLAS agree to pay any such attorney fee award based each party's proportionate fault.

(d) **Special Education Funding.** Unless otherwise agreed between the parties, any funding received from the State and/or Federal governments specifically designated for serving students with special needs will be assigned to District, not the PLAS. District shall retain all revenue, which is generated by the PLAS for the delivery

of special education and related services and shall be solely responsible for the financial costs of services and responsibilities as set forth above.

**4.3 Bilingual, ESL, and SEL Education.** PLAS shall provide appropriate bilingual, and “English as a second language” (“ESL”), education services to the limited English proficient students in the PLAS School(s) through programs consistent with the requirements of federal and State law. PLAS shall also provide education services to Standard English Learners (“SEL”). General fund and other funding for such programs shall be included in the Per Pupil Funding herein.

**4.4 State and District Curriculum Requirements.** PLAS shall implement its educational program in a manner that is consistent with federal and State law and regulations, including requirements regarding content and subjects of instruction, unless any such requirement has been waived by appropriate federal or State authorities.

**4.5 Student Discipline.** PLAS shall develop, maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. PLAS’ policy shall provide that student expulsion shall require action by the District’s Board and PLAS shall abide by all Board decisions regarding student expulsions.

**4.6 Student Records.** For purposes of developing and implementing the PLAS School Design, immediately upon Board approval of this MOU the District will provide full access to records and information in its possession pertaining to students at PLAS Schools and students residing in the attendance area of a PLAS School attendance area who will be assigned to a PLAS School, or have or will enroll in a PLAS School, to: (i) those District employees at PLAS Schools who would in the ordinary course of District business have access to such information; and (ii) those PLAS employees designated in writing by PLAS as having a legitimate educational interest requiring access to such information. Except to the extent expressly waived by Federal and State authorities in writing, the operation of PLAS and the PLAS School(s) shall comply with all District polices and regulations, and applicable federal and State laws, concerning the maintenance and disclosure of student records. PLAS represents and warrants that it shall designate only those PLAS employees that meet the criteria of having a legitimate educational interest for purposes of access to the records of students who have or will be admitted to and enrolled at PLAS Schools and the matriculating class for schools that feed into PLAS Schools. PLAS understands that the District will rely upon PLAS’ designation of PLAS employees as having a legitimate educational interest and the District hereby designates those PLAS employees designated by PLAS as school officials having a legitimate educational interest solely and exclusively for the limited purpose of access to education records under 20 U.S.C. §1232g of the Family Educational Rights and Privacy Act and §49076 of the California Education Code to develop and implement the PLAS School Design. PLAS, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times. PLAS shall timely notify the District of changes to the list of designated employees. In the event the District is informed by any federal or state agency or by a court of competent jurisdiction that the District cannot provide access to education records in accordance with this section,

District may terminate such access immediately and shall notify PLAS accordingly; provided, that in such situation, the District and PLAS, in good faith, shall collaborate to establish another means of access to education records, if possible.

#### **4.7 Ownership and Protection of Confidential Information.**

(a) Confidential Information (as defined below) of either party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that party or its licensors, as applicable. Neither party shall possess or assert any lien or other right against or to Confidential Information of the other party. No Confidential Information of either party, or any part thereof (including, without limitation, any District Information,), will be sold, assigned, leased, or otherwise disposed of to third parties by the other party or commercially exploited by or on behalf of PLAS, its employees or agents.

(b) During the course and scope of its services hereunder, PLAS and/or District will gain knowledge of or have access to Confidential Information of the other party, or otherwise have Confidential Information disclosed to it. The parties each understand that Confidential Information is made available to it only to the extent necessary to perform its duties within the course and scope of this MOU, and the respective parties' and their respective personnel will use Confidential Information for no other purpose. Each party will disclose Confidential Information only to its personnel with a need to access such data as a necessary part of the performance of this MOU.

(c) PLAS acknowledges and agrees that District Information includes confidential student and employee information that is protected by applicable law, including but not limited to, FERPA and HIPAA. PLAS Personnel may, by nature of the Services, have the ability to defeat security provisions on District devices and may, by the nature of their work, have access to systems and devices containing Confidential Information, but have no need to actually access such Confidential Information in order to perform Services. PLAS therefore agrees to use its best commercially reasonable efforts to avoid unnecessary exposure by PLAS Personnel to Confidential Information. PLAS further agrees to comply, and agrees to require PLAS Personnel to comply, with all applicable laws relating to the access, use and disclosure of Confidential Information and any District Information embodied therein.

(d) The parties will each cooperate fully in resolving any actual or suspected acquisition or misuse of Confidential Information.

(e) Notwithstanding the terms of this section, the parties may disclose Confidential Information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing party must provide the other party prompt notice of the order and at the other party's request and expense, reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

(f) **Confidential Information** means any and all information of either party disclosed or otherwise made available to or learned by the parties under this MOU, which is designated as “confidential” or “proprietary” or which, under all of the circumstances, ought reasonably to be treated as confidential, and includes, but is not limited to, District Data and, all District student records and personnel records of both parties.

(g) **District Information** means all information, in any form, furnished or made available directly or indirectly to PLAS by District or otherwise obtained by PLAS from District in connection with this MOU, including: (i) all information of District or any District affiliates to which PLAS has had or will have access, whether in oral, written, graphic or machine-readable form.

**4.8 Return of Data.** At no cost to the party that owns the Confidential Information, the other party shall upon (a) request by the owner at any time, and (b) upon termination or expiration of this MOU, promptly return, in the format and on the media in use as of the date of request, all or any requested portion of Confidential Information that may be in the other party’s possession or control. Archival tapes containing any Confidential Information shall be used solely for back-up purposes and shall be maintained and used in accordance with the District Information Security Policies. Notwithstanding the foregoing and subject to any restrictions imposed by applicable law, the parties may each retain a copy of the other’s Confidential Information (but excluding any student or employee data) solely for archival purposes and in connection with any dispute between the parties.

**4.9 Assessment of Success.**

(a) The District and PLAS, shall develop metrics and methods by which the performance of PLAS and each PLAS School shall be measured. The metrics shall be incorporated into the PLAS and PLAS School report card and be substantially in the form of the report card attached hereto as Exhibit A. The metrics will include, without limitation, the following:

- (1) PLAS quality review conducted by a third party selected by the District;
- (2) Attendance;
- (3) California State Test (CST) scores;
- (4) Graduation Rate;
- (5) School Climate; and
- (6) State and Federal metrics such as Average Yearly Progress and Academic Performance Index.

(b) For purposes of determining whether PLAS will be eligible to add additional schools in the 2008-2009 school year only, the performance of PLAS and PLAS Schools shall be measured by the following subset of the metrics developed under Article 4.9(a):

- (1) Attendance;
- (2) California State Test Scores;
- (3) School Climate; and
- (4) PLAS quality review conducted by a third party selected by the District.

(c) In year one of the implementation, the District will have the right to conduct a mid-year checkpoint of PLAS schools. The purpose of this checkpoint is to identify schools that are at risk of performing worse than the previous school year. The assessment will be based on the dashboard data. Dashboard data shall include, but not be limited to, periodic assessments, grades, attendance and satisfaction.

(d) During the first year of this MOU, the full accountability system for PLAS will be fully developed and rolled out at no later than the beginning of the 2009-2010 school year and will be set forth in the Policies and Procedures Manual. To the extent that the District and PLAS cannot agree upon the accountability system, the parties will mediate the matter using the alternative dispute resolution process set forth in Article 4.9.

(e) In the full accountability system, the parties anticipate that there will be five levels of accountability for PLAS that will be implemented based on the performance of PLAS and PLAS Schools:

- (1) Recognition;
- (2) Good Standing;
- (3) Probation (no new schools can be added);
- (4) Removal of school(s); and
- (5) Non-renewal or termination of contract.

**4.10 Reports to the Board.** Information on the performance of each PLAS School and its students shall be provided to the Board semi-annually. An annual year-end report shall also be produced no later than December 15 following the completion of each academic year in order to provide time for data on the previous year's performance to be gathered and analyzed.

**4.11 Council.** The District and PLAS will cooperate to form an council comprised of parents, community members and school staff at each PLAS School. Each council will make and participate in decisions to the operation of the relevant PLAS School. The School Site Council may act as the council or another council may be created in addition to the School Site Council.

**4.12 Fingerprinting.** For those PLAS employees, consultants, contractors, and invitees who PLAS authorizes or allows access to a PLAS school and will have contact with any PLAS school student, PLAS will comply with this section, pursuant to California Education Code Section 45125.1. PLAS will provide District with a list, by school site, of the names of PLAS personnel who may have contact with District pupils in the performance of services hereunder (collectively, the “Affected Persons”), and will update this list for changes in PLAS personnel. PLAS will require the Affected Persons to submit to fingerprinting in accordance with Education Code Section 45125.1. PLAS will prohibit each Affected Person from having contact with District pupils until the California Department of Justice has ascertained that such Affected Person has not been convicted of any violent or serious offense which, if committed in California, would have been punishable as a violent or serious felony (under California Penal Code Sections 667.5(c) and 1192.7(c), respectively). PLAS hereby certifies and confirms, and upon request will separately certify in writing to District, that neither PLAS nor any Affected Persons have been convicted of any violent or serious offense described in California Penal Code Sections 667.5(c) and 1192.7(c). In addition to the foregoing, District may require, that PLAS and Affected Persons to submit to tuberculosis testing and additional background checks and testing at District’s sole reasonable discretion.

**4.13 Staff Qualifications.** PLAS shall ensure that all individuals employed, contracted, and/or otherwise hired by PLAS to provide services related to school site administration, classroom and/or individualized instruction hold the legally required license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered.

## **ARTICLE 5 PLAS AND DISTRICT ADDITIONAL RESPONSIBILITIES**

### **5.1 PLAS’ Responsibilities.**

(a) **Philanthropic and Other Support.** PLAS shall make reasonable efforts to raise philanthropic contributions of cash or property or in kind donations for the benefit of the PLAS School(s) to pay for the start-up costs identified below (“Philanthropic Funds”). The Philanthropic funds may be donated to PLAS, directly to the District or to a private or public foundation by the donors for the uses specified in this MOU and the donors’ terms governing the donation.

(b) **Maintenance of Corporate Status and Good Standing.** PLAS shall at all times maintain itself as a California non-profit public benefit corporation capable of

exercising the functions of PLAS under the laws of the State, shall remain in good standing under the laws of the State, and shall timely make all filings with the office of the California Secretary of State. PLAS shall provide the District with copies of the Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a non-profit corporation, its Bylaws, and all amendments or modifications thereto. PLAS will be solely responsible for its debts and obligations.

(c) **Compliance with Open Meeting Laws.** Commencing with the Board's approval of this MOU, PLAS shall comply with the applicable open meeting laws including, without limitation, the Brown Act and Greene Act. The School Site Council at PLAS Schools shall continue to operate in accordance or, if newly created, shall operate in accordance with, applicable opening meeting laws, including, without limitation the Brown Act, the Greene Act, or both.

(d) **Ethics and Public Records Act.**

PLAS shall provide to District a copy of its current bylaws and a current list of its Board of Directors. Members of PLAS' Board of Directors, any administrators, managers, employees, and contractors shall comply with applicable federal and State laws, including, without limitation, Government Code 1090, and nonprofit integrity standards. In addition, PLAS shall comply with all public disclosure laws including, without limitation, the Public Records Act commencing with execution of this MOU.

(e) **Compliance with Laws, Rules and Regulations.** The PLAS School(s) shall comply with all applicable State and federal laws, rules, regulations, court orders, consent decrees, personnel commission rules and collective bargaining agreements as they apply to District employees, and settlement agreements to which District is a party. PLAS and the District shall jointly identify any federal or State rules or regulations and agreements that substantially inhibit the implementation of the PLAS School Design and work collaboratively to modify, seek waivers or otherwise limit or eliminate any such impediments to success of this model.

(f) **Cooperation between the Parties.** The District and PLAS are each responsible to the other to cooperate and to provide all assistance that is necessary for District and PLAS compliance with federal, state, and local statutes, laws, regulations, ordinances and judgments, any consent decrees and settlements to which the District or PLAS is a party, and all contracts, agreements or memoranda of understanding to which the District is a party and of which PLAS has actual knowledge. PLAS shall not be bound to exclusive vendor or contractor relationships to which the District has agreed.

(g) **School Calendar.** No later than March 1 of each year, PLAS shall submit to the District the calendar for each PLAS School for the next academic year and following summer session.

(h) **Testing.** PLAS and the PLAS Schools shall administer such standardized tests of academic proficiency as required by federal and State law. The PLAS Schools

shall conduct such standardized testing with the District. Each PLAS School shall pay its proportionate share of the cost of carrying out the standardized testing process. PLAS Schools shall have access to District support services for all student testing related activities. PLAS shall have flexibility in scheduling and administration of testing as needed.

(i) **Welligent and District Student Information Systems.** PLAS and PLAS Schools shall submit to the District all required reports, including but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with federal and State laws and regulations and the Chanda Smith Modified Consent Decree requirements. PLAS and PLAS Schools shall keep student data up to date and current in all District student information systems.

(j) **Response to Requests for Information.** PLAS or the relevant PLAS School shall respond to any request for financial or any other information from the District in a timely manner.

## **5.2 District's Responsibilities.**

(a) **Continuation of Services.** The parties intend that in the first year of this MOU, District will continue to provide many school site and many back-office services to PLAS Schools. However, PLAS may, consistent with applicable law, collective bargaining agreements, and Personnel Commission rules access any or all such services in the most effective manner possible, including, but not limited to, those District obligations listed in this section 5.2. In addition to those services identified below, PLAS shall have access to, and upon PLAS request, District shall provide, in a timely and professional manner, any and all services the District provided to the PLAS Schools during the 2007-2008 school year unless those services were provided by one-time funding, are cut or reduced across all District schools due to budget cuts, or otherwise impacted by events outside of the District's control, and services District provides generally to schools District wide. The terms of providing such services shall be set forth in the Process and Procedures Manual to be appended hereto and will include performance metrics to measure District's performance.

### **(b) School Facilities.**

(1) The PLAS Schools will continue to occupy their respective school sites ("School Facilities") during the term of this MOU and any renewals of this MOU. PLAS may make building adaptations using PLAS funds to the School Facilities if required by the PLAS School Design; however, PLAS shall not make capital improvements to or significant alterations of the School Facilities which require approval or certification by the California Division of the State Architect under the Field Act and its implementing regulations without prior written approval of the District, which approval may be contingent upon consistency and compliance with State law and normal District standards and policies and which otherwise may not be unreasonably withheld.

All alterations made to the School Facilities shall comply with State and local laws and ordinance and with District standards and policies.

(2) During before-school, after-school, evening and weekend hours, PLAS may use or permit others (under the California Civic Center Act) to use the School Facilities for purposes other than the regular school instructional program, provided that such use is in full compliance with federal and State law. The District shall be permitted to have access to the School Facilities at any time for inspection or for any other purpose. Notwithstanding the foregoing, the PLAS and each PLAS School shall honor and comply with any joint use MOU, memorandum of understanding or other arrangement concerning access to the site of the PLAS Schools. PLAS and the District will cooperate in the issuance of Civic Center Permits. Civic Center Permits shall be issued through the District's Civic Center Permit office using the District's policy.

(c) **Maintenance and Operations.** District shall be responsible for the cleaning, routine maintenance and operation of the School Facilities provided, however, that PLAS shall pay any costs or expenses for the cleaning, routine maintenance and operations (including utilities such as, but not, limited to electricity, water and sewer) of the School Facilities above and in excess of that which the District is currently providing to or paying for the School Facilities. The cost and terms of service shall be set out in the Process and Procedures Manual. To the fullest extent allowed by law and applicable collective bargaining agreements, PLAS may contract for maintenance services from third party vendors. Upon termination of the MOU, PLAS shall return to the District the School Facilities and Ancillary Property (as defined below) provided by the District, in substantially the same condition as first made available to PLAS,, except for permitted alterations, reasonable wear and tear consistent with the number of years that PLAS has used the School Facilities and Ancillary Property, obsolescence, and fire or other casualties beyond PLAS' control. The parties shall incorporate in the Process and Procedures Manual the model that identifies the Maintenance and Operations services District shall provide and the compensation that PLAS shall pay for the agreed upon M&O services. PLAS Schools will be required to participate in the District's Deferred Maintenance Program and allow at least ½ of 1% of their general fund revenue from PPF to be placed into a District restricted account. This amount expressly excludes grants, gifts or other revenue directly to PLAS and other non-PPF funds.

(d) **Ancillary Property.** The PLAS Schools shall retain all desks and other furniture, library and media materials, any textbooks or other materials related to specified State or local curricula (e.g., State history materials), and other similar materials and furnishings currently at the School Facility ("Ancillary Property"). The District shall provide PLAS with a list of all Ancillary Property located at the School Facilities as of the date such facilities are first made available to PLAS. During the term of this MOU, the District shall replace Ancillary Property in accordance with the District's normal replacement schedules for such property. District shall provide its Ancillary Property plan and policy (or other as appropriate to this issue) to PLAS. Title to the Ancillary Property shall not be transferred to PLAS. PLAS may purchase and retain title to additional furniture, equipment and materiel with PLAS funds.

(e) **Capital Repairs and Improvements.** The District shall be responsible for major repairs, capital improvements or replacements, or construction at the School Facilities. The District shall allocate capital improvement and replacement funds (including any related to information technology) to the School Facilities to the same extent and in the same manner as it does for other District schools of similar size, grade levels and location and shall undertake capital replacements, improvements, and repairs to the School Facilities during the term of this MOU consistent with the District's regular budgets and plans. District shall provide all applicable capital improvement plans and policies to PLAS.

(f) **Security and Emergency.** The District shall be responsible for providing all security and emergency response for the School Facilities in the same manner and to the same extent it provides security and emergency response to other District schools of similar size, grade levels and location. Each PLAS School shall maintain a statutory Safe School Plan that incorporates procedures for notice to the District in the event of emergency. Cost and terms of service shall be set out in the Process and Procedures Manual.

(g) **Transportation and Food.** The District shall be responsible, at its sole cost and expense, for providing all transportation and food services for the PLAS School(s). The District agrees that the transportation and food services provided to students at the PLAS School(s) shall be comparable to that provided to other District schools and their students. The District shall provide transportation and food services for the PLAS Schools' full school year. To the extent that PLAS School(s) are in session beyond the District's normal school day and school year, PLAS and/or the relevant PLAS Schools shall pay any additional cost of transportation and/or food service. Cost and terms of service shall be set out in the Process and Procedures Manual.

(h) **Human Resources.** District shall act as PLAS Schools' human resources functions and provide human resources, benefits and payroll services as to all District employees assigned to or otherwise supporting the PLAS or PLAS Schools. Cost and terms of service shall be set out in the Process and Procedures Manual. In addition, the District shall cooperate with PLAS in the hiring of PLAS administrators. At PLAS' request, the District will contract with not more than five administrators each year and assign them to PLAS using the District's detached service assignment or other process that the District may in its sole discretion establish. PLAS will reimburse the District for all costs associated with the employment of any such administrator including, but not limited to, the cost of salary, benefits, and taxes and the District may charge a reasonable administrative fee. Unless a waiver is first obtained from the State, the District will not hire administrators for assignment to PLAS under this Article 5.2(g) if hiring those administrators would either cause the District to exceed the ratio of administrative employees to teacher established by Education Code section 41402 or, if the District has exceeded the ratio, would increase the number of administrators by which the ratio is exceeded.

(i) **Special Education.** As set forth above in Article 4.

(j) **Cooperation between the Parties.** The District and PLAS are each responsible to the other to cooperate and to provide all assistance that is necessary for District and PLAS compliance with federal, state, and local statutes, laws, regulations, ordinances and judgments, any consent decrees and settlements to which the District or PLAS is a party, and all contracts, agreements or memoranda of understanding to which the District or PLAS is a party.

## **ARTICLE 6 FINANCIAL**

**6.1 Allocated Funds.** The District and PLAS shall calculate a per pupil allocation (“Per Pupil Funding” or “PPF”) for each student enrolled at each PLAS School based on the funding procedures to be determined in the manner set forth below. The District shall set aside for use by each PLAS School the calculated amount for each pupil enrolled at the PLAS School. District remains responsible for timely processing expenditures and payments out of PLAS designated funds. PLAS shall have authority to utilize PPF in a manner consistent with law and District shall expend and make payments of PLAS PPF according to PLAS direction or instructions. PLAS intends to maximize the amount of PPF going toward the education of students at PLAS Schools. PLAS may be permitted to allocate a reasonable percentage of PPF to cover actual PLAS administrative or other costs associated with operations of PLAS and PLAS Schools only if the relevant PLAS School(s) and the Superintendent consent to such allocation. PLAS will not so allocate any portion of PPF for the first year of this MOU. The amount of any allocation of PPF toward PLAS administrative costs shall be agreed to and calculated collaboratively between the relevant PLAS School(s), the Superintendent and PLAS in a manner that is transparent and equitable.

The funding methodology for the first year will represent an interim, simplified solution, and will be different than the methodology used for the following years of this MOU; the parties require additional time to fully develop, test, and agree to the methodology to be used to fund the PLAS Schools for school years 2009-2010 and beyond. Through the course of the first year, and prior to the second year of operations, the details of the final funding methodology will be determined and agreed to by PLAS and the District. In the first year the funding methodology will provide full transparency of both the revenues and expenses for the PLAS Schools.

In the first year, therefore, revenues will flow to each PLAS school on a per-pupil calculation basis, based on an understanding of the mix of students and overall ADA of each PLAS School. The extent of revenue set aside for each PLAS School will be determined by the historical theoretical revenues and actual historical expenses of each PLAS School. An agreed upon amount of Special Education revenues will be subtracted from the revenue set aside for each PLAS school. Likewise, other encroachments which

currently burden District schools will be subtracted from the revenue allocated to the PLAS Schools.

All District provided services requested by PLAS Schools, with the exception of Special Education expenses, will be charged back to District based on an understanding of historical expenses in the appropriate PLAS School and an estimated adjustment to account for latest funding requirements. PLAS and the District will mutually agree upon those services historically provided by the District, which will no longer be provided by the District. These expense areas will not be charged back to the District, and will represent discretionary funds for PLAS Schools and PLAS to allocate as they choose.

For the funding model to be used for school year 2009-2010 and beyond, the District will provide a framework and options for discussion with the PLAS. and an agreed upon methodology will be presented to the Board for approval in time for implementation for the 2009-2010 school year.

**6.2 Budgets.** Provided that District has provided PLAS with all necessary information in a timely manner, PLAS shall provide the District with an annual projected budget, in reasonable detail, for each PLAS School no later than is reasonable for incorporation into the District budget process. The budget shall be based, at least in part, on the per pupil allocation calculated pursuant to section 6.1. The District acknowledges that such budgets will be based, in part, on information provided by the District. Thus, to the extent the District is able to merely estimate financial information for the next year, PLAS' budget will also be an estimate. PLAS shall be entitled to timely and on-going receipt of all budget calculation information as well as actual and projected budget and expenditure information. The budget for PLAS schools will be presented to the Board as part of the budgeting process for the District as a whole and is subject to approval by the Board. The Board's approval will not be unreasonably withheld.

**6.3 Expenditures.** The District shall separately account for the PPF for PLAS Schools determined under section 6.1. The PLAS and PLAS Schools shall have discretion as to expenditures of PPF consistent with the budget established pursuant to Section 6.2 and any adjustments thereto. The District shall expend PPF in accordance with PLAS direction and the process articulated in the appended Process and Procedures Manual. The process for such accounting shall be jointly developed and included in the Process and Procedures Manual.

**6.4 Grant Applications.** On behalf of the PLAS School(s), PLAS shall have the right to apply for and receive grant money on its own or together with the District, and to retain any such funds for its use consistent with the terms of such grants. The District agrees to include the PLAS School(s) in its grant applications in a comparable manner as it would if they were managed by the District and to allocate any such funds received on behalf of the PLAS School(s) to PLAS (provided the programs to be supported by such grants are consistent with the PLAS School(s)' educational program). The District agrees that, if necessary, it will act as fiscal agent for any grant funds received on behalf of the PLAS School(s). Any such monies received by PLAS shall not reduce the fees due under

the MOU. All grant funds received by PLAS will be used consistent with the purposes of such grants. Any such grants or donations shall supplement PPF.

**6.5 Additional Programs.** If the District requests PLAS to provide any programs not already offered by the District at PLAS Schools and that is not offered as part of its regular teaching program during the regular school year, such as Pre-K, summer school, and before-school and after-school programs, the District and PLAS will negotiate the terms and conditions of additional compensation to cover such programs. Any agreements between the parties concerning additional programs to be provided by PLAS, whether at the request of the District or PLAS, shall be in writing. PLAS shall not be obligated to provide any program for which it has not received funding. District shall have the option to continue such programs in place at PLAS Schools as of the date of this MOU at District expense.

**6.6 Student Fees.** Consistent with State and federal law, and subject to prior District approval, PLAS may charge fees to students for program expenses for which other public schools in the District customarily charge fees, or for extra services such as summer and after-school programs, athletics, and other similar activities. This section applies only to program expenses for which public schools customary charge student fees or for extra services and does not authorize PLAS to charge tuition for mere general attendance at any PLAS School.

**6.7 Services Purchased from the District.** PLAS and the District have agreed that PLAS will purchase various services from the District. The terms of purchase will be set forth in the Process and Procedures Manual which is under joint development and will be appended to this MOU upon completion. PLAS will not be obligated to purchase any other goods or services from the District (and the District will not be entitled to allocate any central administrative costs) unless mutually agreed in writing by both parties. If PLAS desires to purchase supplies or services through the District, it may do so at a price to be agreed between the parties.

**6.8 Annual Audits.** At the end of each fiscal year, PLAS shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for non-profit organizations ("GAAP"). PLAS shall cause a financial statement audit and financial and administrative procedures controls review to be performed annually at its expense by an independent auditor. The auditor shall opine on, among other things, PLAS' compliance with grant and donation requirements. This audit shall be made available to the District no later than December 15 of each year during the term of this MOU beginning on December 15, 2009.

## **ARTICLE 7 PERSONNEL**

**7.1 Personnel Responsibilities.** District shall assign personnel to each PLAS School in accordance with PLAS staffing selection under Article 7.2 below. District employees

assigned to work at PLAS Schools or otherwise assisting PLAS shall remain District employees and not considered employees of PLAS for any purpose, PLAS employees may also be assigned to and work at the sites of the PLAS Schools. Accordingly, District employees and PLAS employees will both work on the school site, but remain employees of their respective employers, and not be considered jointly employed by either party. The District and PLAS agree that PLAS employees working regularly at the PLAS School(s) must be fingerprinted and certified in compliance with California Education Code §45125 and that such employees will be held, at a minimum, to the same standards as District employees performing the same or similar work, including the satisfaction of relevant State and federal legal requirements.

## **7.2 Selection, Supervision and Evaluation of Personnel.**

(a) **Principals and Other School Site Administrators.** PLAS and District shall collaborate in the selection and assignment of principals and other administrators for each PLAS School. In this process, PLAS shall, with the benefit of information provided by District, select administrators; and unless such selection or assignment violates law, regulation or collective bargaining agreement, District shall assign the selected administrators to the positions designated by PLAS. The collaboration shall include, but not be limited to, the description of desirable qualifications and leadership qualities, timely sharing of relevant information and personnel files of candidates for positions between PLAS and the District's Superintendent (access limited to PLAS personnel necessary to the selection process), and a selection and assignment process that includes teachers, parents, and other school stakeholders. PLAS and District will hold each PLAS School principal accountable for the success of his or her PLAS School. The PLAS may develop its own metrics and method for evaluating school site administrators. PLAS School administrators shall be supervised, evaluated and assigned in a manner consistent with applicable collective bargaining agreements.

(b) **Teachers and Para-Professionals.** PLAS, in collaboration with PLAS Schools, shall develop a process for selecting teachers and paraprofessionals(excluding special education trainees/assistants), and PLAS School principals shall have authority to select, supervise and evaluate teachers and paraprofessionals at each PLAS School consistent with the terms of the applicable collective bargaining agreement.

(c) **Non-Instructional Personnel.** PLAS, in collaboration with PLAS Schools, shall select school site non-instructional personnel consistent with the terms of applicable collective bargaining agreements and Personnel Commission Rules (for District employees). PLAS School principals shall have authority to select, supervise and evaluate school site non-instructional personnel consistent with applicable collective bargaining agreements and Personnel Commission rules for District employees.

**7.3 Employee Salaries and Benefits.** District employees at the PLAS School(s) will be compensated according to the terms of the applicable collective bargaining agreements and District Personnel Commission rules. PLAS and District contemplate working together with applicable collective bargaining units and others to create additional

compensation practices designed to maximize success of PLAS Schools. District employees working at the PLAS School(s) shall be on the District payroll, and the District shall pay all salaries, stipends and other payments due to the employees, as certified to the District by PLAS, together with any associated fringe benefits, FICA taxes and withholding taxes or other payroll assessments or deductions. PLAS shall pay directly the salaries, fringe benefits, and employment taxes for those persons at the PLAS School(s) who are employed directly by PLAS. PLAS may provide stipends, bonuses or other compensation to PLAS and/or District employees in furtherance of the intent of this MOU.

**7.4 Employment Terms.** Notwithstanding any other provision of this MOU, in implementing the PLAS/District collaborative in PLAS Schools, District and PLAS shall respect rights and benefits accorded by all applicable collective bargaining agreements and Personnel Commission rules for District employees. Flexibility is one of the essential features of PLAS. Accordingly, the District and PLAS shall collaborate with employee organizations, to identify any features of the applicable collective bargaining agreements or Personnel Commission rules that may interfere with the implementation of the PLAS School Design at the PLAS School(s). The District and PLAS will collaborate with the applicable employee organizations regarding modification of the relevant collective bargaining agreements and/or Personnel Commission rules in order to maximize the likelihood of success in PLAS Schools. No provision of this MOU, the attached Exhibits, or the Process and Procedures Manual shall be considered or deemed a modification of any collective bargaining MOU to which the District is a party.

**7.5 Training.** PLAS and District shall collaborate in providing professional development and training in PLAS methods, curriculum, program, and technology to all PLAS School teaching personnel. PLAS and PLAS Schools shall have the option to utilize any and all training services offered by the District to District schools and to participate in collaborative training, to the extent they pay a proportionate share of the cost of same, and to utilize external providers for this purpose, but are not required to do so.

**7.6 Collective Bargaining Grievances.**

(a) **Grievances.** All grievances will be handled in a manner consistent with the applicable collective bargaining MOU.

(b) **Notice of Grievances.** The District and PLAS shall each immediately notify the other in the event of a grievance being filed under any applicable collective bargaining MOU by an employee at a PLAS School.

(c) **PLAS Participation in Resolution.** The District will provide the PLAS with an opportunity to participate in the resolution of any grievance and will not resolve any without first providing notice to the PLAS and an opportunity to comment on the proposed settlement.

(d) **PLAS Participation in Defense.** PLAS shall cooperate in the defense of any such grievance and adhere to the formal outcome of all such grievances.

## **ARTICLE 8 REPRESENTATIONS**

### **8.1 Representations of the District.**

(a) The District represents that it is a public entity existing under the laws of the State and is duly authorized to contract with PLAS for PLAS to provide the services set forth in this MOU.

(b) The District warrants that the information it has furnished to PLAS concerning the District finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this MOU.

(c) The District represents and warrants that this MOU constitutes a legal, valid and binding obligation of the District enforceable in accordance with its terms.

### **8.2 Representations of PLAS.**

(a) PLAS represents and warrants that it is a California non-profit public benefit corporation duly organized and existing under the laws of the State, and is duly authorized and qualified to do business in the State, with non-profit status under Internal Revenue Code section 501(c)(3) with lawful power and authority to enter into this MOU, acting by and through its duly authorized officers.

(b) PLAS represents and warrants that this MOU constitutes a legal, valid and binding obligation of PLAS enforceable in accordance with its terms.

## **ARTICLE 9 INDEMNIFICATION**

**9.1 Legal Representation and Costs; Cooperation.** Except as expressly provided herein or in connection with insurance coverage required to be provided in this MOU by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, the District and PLAS shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them arising out of the performance of this MOU. Notwithstanding any other provision of this MOU, neither party to this MOU shall settle or compromise any claim against the other party to this MOU without the express written permission of that party.

**9.2 Challenges to the Legality of this MOU.** Should any claim, demand, or suit be filed against the District that arises out of any claim that this MOU or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract or collective bargaining MOU binding upon the District, the District agrees to promptly notify PLAS and the parties to this MOU shall cooperate in the defense of such claim.

**9.3 Indemnification.**

(a) To the fullest extent permitted by law, PLAS agrees at its own expense, to indemnify, defend, and hold harmless the District and the Board and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by PLAS, or its officers, directors, employees or volunteers. Moreover, PLAS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

(b) To the fullest extent permitted by law, District agrees, at its own expense, to indemnify, defend, and hold harmless PLAS and its trustees, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the District, or its officers, directors, employees or volunteers. Moreover, the District agrees to defend, indemnify and hold harmless PLAS for any contractual liability resulting from third party contracts with District's vendors, contractors, partners or sponsors.

(c) Each party shall give prompt written notice to the other party of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

(d) The parties agree that liability for acts or omissions of District employees assigned to PLAS Schools will be assessed on a case by case basis based on the proportionate fault of each party.

**9.4 No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable federal, state, and local laws, regulations ordinances, or rulings, nor to create liability for either party on claims for which no valid theory of liability exists against that party. Furthermore, the provisions shall not be construed as an agreement by a party having a defense based on a limitation of liability established by applicable federal, state and local laws, regulations or ordinances to indemnify the other party or an agreement by a party against which a theory of liability is not available to indemnify the other party.

## **ARTICLE 10 TERMINATION**

### **10.1 District Termination for Cause.**

(a) The District may terminate, in whole or in part, this MOU for cause prior to the end of the term specified in Article 2 of this MOU, in accordance with the procedures set forth in subsection (b) below, for any of the reasons that a chartering agency may revoke a charter under Education Code sections 47607(c)(2), (c)(3) and (c)(4) or for reasons set forth in subparagraphs (1), (2), (3), (4), (5), and (6) below:

(1) if PLAS Schools fail to meet or make reasonable progress toward achievement of the performance metrics set forth and referenced in Article 4.9 of this MOU;

(2) if PLAS substantially breaches any of the material terms and conditions of this MOU and fails to remedy such breach within 90 days after receipt of written notice of such breach from the District (for this purpose, a material breach may include, but is not limited to, any failure which undermines the joint purposes of this MOU);

(3) if there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all reasonable appeals, results in a final judgment or finding that this MOU or the operation of a PLAS School in conformity with the MOU and that violates the District's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations, or any District contract or MOU;

(4) if PLAS fails to meet generally accepted standards for fiscal management;

(5) if there occurs any circumstance which gives rise to any other ground for termination, rescission or cancellation of a contract as provided by State law, provided that PLAS has failed to remedy such circumstance within 90 days after receipt of written notice of such cause; or

(6) If PLAS violate section 7.2(a) of this MOU.

(b) The following procedures shall apply to any termination pursuant to this Section 10.1. The District shall give PLAS written notice of its intent to terminate this MOU after having received Board approval for issuance of the notice of intent to terminate. The notice of intent of intent to terminate shall be provided at least 90 days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Superintendent and PLAS' Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then

termination shall become effective in accordance with the District's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in the District's discretion, there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination.

(c) Notwithstanding any statement to the contrary in this MOU, the District shall have the right to terminate this MOU immediately without notice to PLAS in the event PLAS' breach of this MOU creates a risk to the health and safety of any student or the students at any PLAS School.

## **10.2 PLAS Termination for Cause.**

(a) PLAS may terminate the MOU, in whole or in part, for cause prior to the end of the term specified in Article 2 of this MOU, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

(1) if the District substantially breaches any of the material terms and conditions of the MOU and fails to remedy such breach within 90 days after receipt of written notice of such breach from PLAS (for this purpose, a material breach may include, but is not limited to, failure by the District to make payments as required by this MOU (unless the required payment is subject to reasonable dispute or the District remedies such failure within 30 days of receiving notice of such failure from PLAS)) or any other failure which undermines the joint purposes of this MOU);

(2) a material reduction in the District's funding for the PLAS School(s) in comparison to the funding for the prior fiscal year;

(3) the enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all reasonable appeals, has a material adverse effect on PLAS' ability to operate a PLAS School in accordance with its budget or the PLAS School Design;

(4) if there occurs any circumstance which gives rise to any other ground for termination, rescission or cancellation of a contract as provided by State law, provided that the District has failed to remedy such circumstance within 90 days after receipt of written notice of such cause.

(b) The following procedures shall apply to any termination pursuant to this Section 10.2. PLAS shall give the District written notice of its intent to terminate the MOU after receiving authority to communicate its intent to terminate from the PLAS' Board of Directors. The notice of intent to terminate shall be provided at least 90 days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Superintendent and PLAS' Chief Executive Officer, or their respective designees, for consideration and discussions to

attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with PLAS' termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in PLAS' discretion, there are unusual and compelling circumstances which justify the disruption to the educational program and the students which would be caused by a mid-year termination.

### **10.3 Disposition of Assets upon Termination.**

(a) Upon expiration or termination of this MOU for any reason, the District shall have the right, subject to any limitations and/or conditions in loan or lease agreements to which PLAS is a party, to acquire all, but not part, of the property and equipment provided by PLAS and located in the PLAS School(s) and the homes of the schools' students by paying PLAS the "net depreciated value" of such property and equipment, as defined below, within 30 days after the effective date of termination of this MOU. PLAS shall be allowed to remove and retain such property and equipment in the event that the District determines not to purchase it. PLAS shall restore the buildings after removing equipment to the condition that existed prior to such removal.

(b) Upon the termination or expiration of this MOU for any reason (other than PLAS' breach), the District shall pay PLAS for all building fixtures, improvements and alterations added to the PLAS School(s) by PLAS which the District has approved in an amount equal to the greater of the fair market value or the "net depreciated value" as defined below.

(c) "Net depreciated value" of any fixed asset shall mean the original purchase price (including taxes and installation charges) minus accumulated depreciation to the date of termination of this MOU as such amounts appear in PLAS' books of account in accordance with generally accepted accounting principles. Notwithstanding the foregoing, "net depreciated value" with respect to equipment or other property leased by PLAS shall mean the amount that is equal to PLAS' buy-out cost set in the respective lease or loan agreements as of the date the equipment or other property is to be purchased by the District.

(d) PLAS shall retain all title and possessory interest in PLAS personal property at schools sites or other locations.

**10.4 Remedies.** The sole remedies for breaches of this MOU shall be specific performance of the obligations outlined herein or termination of this MOU in accordance with Sections 10.1 and 10.2, except for any breach of any obligation to make monetary payments to the other party.

**10.5 School Election to Terminate.** An individual PLAS School, may after three years of PLAS School status, elect to terminate its status as a PLAS School if the school has substantially failed under the metrics established by the Board and PLAS for school performance under this Agreement. Such election to terminate PLAS School status shall

be accomplished by the process set forth in the Process and Procedure Manual to be appended hereto. PLAS School election to terminate its status as a PLAS School shall have no effect on any other aspect of this MOU or its implementation or the status of any other school.

## **ARTICLE 11 INSURANCE**

### **11.1 Liability Insurance.**

(a) **Liability Insurance Requirements.** Within 90 days after execution of this MOU, but no later than June 24, 2008 PLAS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect PLAS from claims which may arise from its operations.

District shall secure and maintain for each PLAS School all levels and coverages of insurance District maintains for District school operations, activities, employees, property, liability and any other coverage the District maintains for District non-PLAS Schools and school operations generally. District's policies shall be endorsed to name the Partnership for Los Angeles Schools and its officers and directors as named additional insured. Any District self insured layer shall afford insurance to activities, occurrences and claims made in relation to or at PLAS Schools just as for any District non-PLAS School.

It shall be the PLAS' responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements for vendors pursuant to PLAS policy.

PLAS shall procure and maintain the following insurance policies:

(1) Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the PLAS's insurance primary despite any conflicting provisions in the PLAS's policy. Coverage shall be maintained with no Self-Insured Retention above \$25,000 without the prior written approval of the Office of Risk Management for the District.

(2) Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the PLAS from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

(3) Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the PLAS does not operate a student bus service. If the PLAS provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

(4) Fidelity Bond coverage shall be maintained by the PLAS to cover all PLAS employees who handle, process or otherwise have responsibility for PLAS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

(5) Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, for PLAS and PLAS employees (District shall provide such insurance for all District employees and District independent contractors working at or otherwise assisting PLAS or PLAS Schools) unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.

(6) Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

\*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the PLAS' insurance primary despite any conflicting provisions in the PLAS' policy.

(b) **Evidence of Insurance.** The PLAS and District shall furnish to each other (to District at the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017) within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the [appropriate party]."*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

## **11.2 Property Insurance.**

(a) PLAS shall maintain property insurance for all personal property provided by PLAS at the school site(s), on which the District shall be named as an additional insured. PLAS shall secure from its insurers waivers of subrogation as against the District with respect to damages to the site, and shall otherwise hold the District harmless against liabilities arising out of any such damages.

(b) The District shall maintain property insurance for the School Facilities and for all personal property and fixtures on the site provided by the District, on which PLAS and its facilities manager shall be named as additional insureds. The District shall secure from its insurers waivers of subrogation as against PLAS and its facilities managers, with respect to damages to the site, and shall otherwise hold PLAS and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

**11.3 Workers' Compensation Insurance.** Each party shall secure and maintain workers' compensation insurance covering its employees. District shall secure and maintain such insurance for all District employees working at or otherwise assisting PLAS or PLAS Schools. All such District employees shall be considered employees of the District and not of PLAS.

*PLAS' policy shall be endorsed to name the District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the PLAS' insurance primary despite any conflicting provisions in the PLAS' policy.*

**11.4 Coordination of Risk Management.** The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims and the filing of timely notices of claim, cooperating fully with one another in the defense of any claims (except in the case of any conflict of interest) and complying with any defense and reimbursement provisions of State governmental immunity laws and applicable insurance policies.

## **ARTICLE 12 AUDIT AND INSPECTION OF RECORDS**

**12.1 Inspector General Audit.** The District and PLAS agree that PLAS and PLAS Schools are subject to District oversight, the District's statutory oversight responsibility continues throughout the life of this MOU and requires that it, among other things, monitor the fiscal condition of the PLAS and PLAS Schools, and the District is authorized to terminate this MOU for, among other reasons, the failure of the PLAS to meet generally accepted accounting principles or if it engages in fiscal mismanagement. Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to request that the Office of the Inspector General undertake audits of the

PLAS or PLAS Schools. The audit may include, but not be limited to, the following areas:

- (a) Compliance with terms and conditions prescribed in this MOU.
- (b) Internal controls, both financial and operational in nature.
- (c) The recording and reporting of school financial information.
- (d) The school's debt structure.
- (e) The recording and reporting of attendance data.
- (f) The school's enrollment process.
- (g) Compliance with safety plans and procedures.
- (h) Compliance with applicable grant requirements.

The PLAS shall be expected to cooperate fully with such audits and to make available any and all records necessary for the performance of the audit. In addition, if an allegation of waste, fraud or abuse related to the PLAS or PLAS School operations is received by the District, the PLAS shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

**12.2 Audit Follow-Up.** PLAS shall meet to review each audit report promptly after the issuance thereof at the request of District to mutually agree upon an appropriate and effective manner in which to respond to the deficiencies identified and changes suggested by the audit report. If an audit reveals an overcharge, PLAS will promptly refund such overcharge (net of any undercharges).

**12.3 Records Retention.** Until (a) the earlier of three (3) years after the expiration or termination of this MOU; or (b) if pending matters relating to this MOU (e.g., disputes) are open as of such date, the date such pending matters are closed, PLAS will maintain and provide access upon request to the records, documents and other information required to meet District's audit rights under this MOU.

## **ARTICLE 13 MISCELLANEOUS**

**13.1 Alternate Dispute Resolution.** The parties agree to cooperate in good faith in all actions relating to this MOU, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this MOU. If, nevertheless, a dispute should arise in connection with this MOU, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-

consuming litigation. Except for cases involving imminent threat to health or safety, any and all disputes between the parties arising out of this MOU shall be resolved in accordance with the alternate dispute resolution procedure that is set forth below. The parties agree to expedite dispute resolution whenever necessary to effectuate the intent of this MOU.

Neither District nor PLAS is required to pursue the process in this section in the event action is necessary to protect student health or safety.

(a) Any controversy or claim arising out of or relating to the MOU, other than as set forth herein, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

A written response (“Written Response”) shall be tendered to the other party within ten (10) business days from the date of receipt of the Written Notification. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, on date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(b) The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within seven (7) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation.

(c) Mediation proceedings shall commence within forty (40) business days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties.

(d) If the parties do not resolve the matter at mediation, the parties agree to submit the controversy, claim or dispute to non-binding arbitration conducted by a mutually agreed upon single arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. If the parties cannot agree on an arbitrator within fifteen (15) business days after the termination of mediation, either party may submit the matter to the Los Angeles branch

of the American Arbitration Association and the matter shall proceed in accordance with the applicable American Arbitration Association rules. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(e) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

**13.2 Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**13.3 Independent Contractor Status.** The parties to this MOU intend that the relationship between them created by this MOU is that of an independent contractor, and not employer-employee. No agent, employee, or servant of PLAS shall be deemed to be the employee, agent or servant of the District except as expressly acknowledged in writing by the District.

**13.4 Subcontracting.** PLAS reserves the right to subcontract any and all services specified in this MOU to the District and/or to public or private subcontractors, as permitted by law, collective bargaining agreements, and Personnel Commission rules. However, except as delineated in the PLAS School Design, PLAS shall not subcontract the oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by the District.

**13.5 No Third Party Beneficiary Rights.** No third party, whether a constituent of the District or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the District or PLAS in this MOU. This MOU is not intended to create any rights of a third party beneficiary.

**13.6 Appendices and Exhibits.** The parties agree to the terms and conditions of this MOU and the Appendices and Exhibits attached hereto and incorporated herein by reference. As of the date of the execution of this MOU, the parties have not agreed to the terms and conditions of the following Appendices and Exhibits: [insert if applicable]. The above listed Appendices and Exhibits shall become incorporated herein and part of this MOU effective as of the date the parties agree to the terms and conditions of the Appendices and Exhibits.

**13.7 Entire MOU.** This MOU and the Appendices and Exhibits hereto shall constitute the full and complete MOU between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this MOU.

**13.8 Construction and Enforcement.** This MOU shall be construed and enforced in accordance with the laws of the State of California.

**13.9 Amendments.** This MOU may be altered, amended, changed or modified only by MOU in writing executed by PLAS and a properly authorized representative of the District.

**13.10 Section Headings.** The section headings shall not be treated as part of this MOU or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

**13.11 Invalidity of Provisions of this MOU.** If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

**13.12 Assignment.** This MOU shall not be assigned by either party without the prior written consent of the other party, provided that PLAS may assign this MOU to a successor entity that acquires through a corporate reorganization substantially all of PLAS' assets and liabilities, provided that such reorganization does not impair the District's ability to pursue its educational mission or fulfill its obligation to provide appropriate education in an appropriate environment.

**13.13 No Waiver.** No waiver of any provision of this MOU shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**13.14 Survival.** All representations, warranties and indemnities made herein shall survive termination of this MOU.

**13.15 Notices.** All notices required or permitted by this MOU shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

**To PLAS at:**

Marshal Tuck, CEO  
Partnership for Los Angeles Schools  
200 North Spring Street, Rm.303  
Los Angeles, CA 90012

**with a copy to:**

**To District at:**

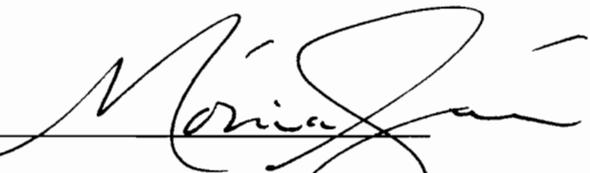
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles CA 90017  
Attention: Executive Director  
Innovation Division

**with a copy to:**

Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles CA 90017  
Attention: General Counsel  
Office of the General Counsel

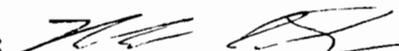
IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the day and year first above written.

LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

By:   
LOS ANGELES UNIFIED SCHOOL DISTRICT

By: 

PARTNERSHIP FOR LOS ANGELES SCHOOLS

By: 

# iDivision: 2008-2009 School Year

## OVERVIEW

- # of students x
- % African American
  - % American Indian
  - % Asian
  - % Filipino
  - % Hispanic or Latino
  - % Pacific Islander
  - % White (not Hispanic)
  - % EL
  - % Special Ed

	Number of schools		
	Score 1	Score 2	...
Tier 1			
- Network Partner 1	#	#	#
Tier 2			
- Network Partner 2			
- Network Partner 3			
Tier 3			
...			
<b>Total</b>	<b>X</b>	<b>Y</b>	<b>Z</b>

	ACTUAL	1 YEAR CHANGE	3 YEAR CHANGE
iDivision quality review	X		
Administration satisfaction with district support	X%		
Network partners satisfaction with district support	X%		

Function	Key performance metrics (WIP)	ACTUAL	GOAL	1 YEAR CHANGE	3 YEAR CHANGE
HR / Personnel	<i>Days to process new teacher<sup>1</sup></i>	X%	X		
	<i>Days to fulfill classified position<sup>2</sup></i>	50	X		
Food	◦ Overall satisfaction	X	3 or better		
Transportation	On-time % of service	X%	100%		
	◦ Overall satisfaction	X	3 or better		
Procurement	◦ Cycle time to complete "Top 8" requests X days		X		
	◦ Days from requisition to PO	X	X		
Safety	◦ <i>Hours to respond to emergencies</i>	X	X		
Maintenance and ops	<i>Days to fulfill request</i>	X	X		
Compliance	Schools compliant <sup>3</sup>	X%	100%		
Specially-funded programs					
IT	<i>Days to fulfill request</i>	X	X		
Data and testing	<i>Days to fulfill request</i>	X	X		

Note: Italics represent metrics that are not currently tracked within LAUSD

1. Calculated from day of hire to day eligible to step into classroom 2. Calculated from day principal opens vacancy 3. Based on iDivision compliance matrix

# Network Partner XX: 2008-2009 School Year



## NETWORK PARTNER OVERVIEW

- # of students      x
- % African American
  - % American Indian
  - % Asian
  - % Filipino
  - % Hispanic or Latino
  - % Pacific Islander
  - % White (not Hispanic)
  - % EL
  - % Special Ed

## SCHOOL PERFORMANCE

### Score 1

- School X
- School Y
- School Z

### Score 2

- School M
- School N

...

	Quality instruction	School leadership and ops	School Climate	Parent and community engagement	Overall Score
--	---------------------	---------------------------	----------------	---------------------------------	---------------

## QUALITY REVIEWS

### School Quality Review

School X	X	X	X	X	X
School Y					
School M					

...

### Network Partner Quality Review

X

**ACTUAL      1 YEAR CHANGE      3 YEAR CHANGE**

Administration satisfaction with Network Partner support	X%		
Teacher satisfaction with Network Partner support	X%		
Classified staff satisfaction with Network Partner support	X%		

School  
score

# XX ES: 2008-2009 School Year

## SCHOOL OVERVIEW

# of students

- % African American
- % American Indian
- % Asian
- % Filipino
- % Hispanic or Latino
- % Pacific Islander
- % White (not Hispanic)
- % EL
- % Special Ed

English Language Arts proficiency  
by subgroup\* (% proficient)

Math proficiency by  
subgroup\* (% proficient)

African American	100	100
American Indian	100	100
Asian	100	100
Filipino	100	100
Hispanic or Latino	100	100
Pacific Islander	100	100
White (not Hispanic)	100	100
EL	100	100
Special Ed	100	100

\* Scores are not shown when number of students is 10 or less to protect student privacy and ensure statistical accuracy

### How to read this scorecard

Every summer, the Innovation Division and LAUSD publishes these school scorecards for students, parents, community members, and school staff to understand whether schools are giving children the education they need to graduate from high school and succeed in college and careers. The scorecard entails several qualitative and quantitative metrics in six key areas: student outcomes, academic progress, quality instruction, student connection, parent and community involvement, school leadership and school climate

**1** School  
score

## XX ES: 2008-2009 School Year

**2** API  
Meets AYP? **3**  
PI status **4**

**5** ACTUAL  
**6** ONE YEAR CHANGE  
**7** 3 YEAR CHANGE  
**8** 5 YEAR GOAL  
**9** LAUSD RANK (out of x)

5th grade students Proficient or Advanced on state  
English Language Arts test/Math test

X% / Y%

- 1** School score: All schools are given a score based on current performance
- 2** Academic Performance Indicator (API): Score given to each school by the state of California based on performance on standardized tests. Target score is 800
- 3** Meets Annual Yearly Progress (AYP)?: A school must meet certain test scores as part of the federal system called No Child Left Behind
- 4** Program Improvement (PI) Status: If a school does not meet NCLB, it enters PI status
- 5** Actual: This year's performance
- 6** One year change: Absolute change from last year's performance. Arrow indicates whether score increased or decreased
- 7** 3 year change: Absolute change from performance three year's ago. Arrow indicates whether score increased or decreased
- 8** 5 Year Target: Target set by iDivision
- 9** LAUSD rank: Your school's absolute performance as compared to all other LAUSD high schools

For a detailed a detailed explanation of the metrics on the scorecard and why these are important to you and your child, please click here. If you would like to see this scorecard by subgroup, please click here.

School **XX ES: 2008-2009 School Year**

score

API  
Meets AYP?  
PI status



**ACTUAL**    **ONE YEAR CHANGE**    **3 YEAR CHANGE**    **5 YEAR GOAL**    **LAUSD RANK (out of x)**

**STUDENT OUTCOMES**

5th grade students Proficient or Advanced on state English Language Arts test/Math test    X% / Y%

**ACADEMIC PROFICIENCY**

Students Proficient or Advanced on state English Language Arts test/Math test    X% / Y%

Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test    X% / Y%

**INSTRUCTION, SCHOOL LEADERSHIP, AND SCHOOL CLIMATE**

Quality review    X

Teachers remaining at school    X%

Faculty and staff attendance    X%

Students feeling safe on campus    X%

**STUDENT ENGAGEMENT AND COMMUNITY ENGAGEMENT**

Students with more than 3 absences    X%

Student satisfaction with their school    X%

Parent satisfaction with their child's school    X%

Parent engagement and community engagement    X

*Final Review Draft*

School  
score

# XX MS: 2008-2009 School Year



## SCHOOL OVERVIEW

# of students

- % African American
- % American Indian
- % Asian
- % Filipino
- % Hispanic or Latino
- % Pacific Islander
- % White (not Hispanic)
- % EL
- % Special Ed

English Language Arts proficiency  
by subgroup\* (% proficient)

African American	100
American Indian	100
Asian	100
Filipino	100
Hispanic or Latino	100
Pacific Islander	100
White (not Hispanic)	100
EL	100
Special Ed	100

Math proficiency by  
subgroup\* (% proficient)

African American	100
American Indian	100
Asian	100
Filipino	100
Hispanic or Latino	100
Pacific Islander	100
White (not Hispanic)	100
EL	100
Special Ed	100

\* Scores are not shown when number of students is 10 or less to protect student privacy and ensure statistical accuracy

### How to read this scorecard

Every summer, the Innovation Division and LAUSD publishes these school scorecards for students, parents, community members, and school staff to understand whether schools are giving children the education they need to graduate from high school and succeed in college and careers. The scorecard entails several qualitative and quantitative metrics in six key areas: student outcomes, academic progress, quality instruction, student connection, parent and community involvement, school leadership and school climate

**1** School  
score

# XX MS: 2008-2009 School Year

API **2**  
Meets AYP? **3**  
PI status **4**



**5** ACTUAL  
**6** ONE YEAR CHANGE  
**7** 3 YEAR CHANGE  
**8** 5 YEAR GOAL  
**9** LAUSD RANK (out of x)

8th grade students completing Algebra with C or better X%

8th grade students Proficient or Advanced on state English Language Arts test/Math test X% / Y%

- 1** School score: All schools are given a score based on current performance
- 2** Academic Performance Indicator (API): Score given to each school by the state of California based on performance on standardized tests. Target score is 800
- 3** Meets Annual Yearly Progress (AYP)?: A school must meet certain test scores as part of the federal system called No Child Left Behind
- 4** Program Improvement (PI) Status: If a school does not meet NCI B, it enters PI status

- 5** Actual: This year's performance
- 6** One year change: Absolute change from last year's performance. Arrow indicates whether score increased or decreased
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- 8** 5 Year Target: Target set by iDivision
- 9** LAUSD rank: Your school's absolute performance as compared to all other LAUSD high schools

For a detailed a detailed explanation of the metrics on the scorecard and why these are important to you and your child, please click here. If you would like to see this scorecard by subgroup, please click here.

# School **XX MS: 2008-2009 School Year**

score

API  
Meets AYP?  
PI status

LAUSI  
RANK  
(out of x)

	ACTUAL	ONE YEAR CHANGE	3 YEAR CHANGE	5 YEAR GOAL	LAUSI RANK (out of x)
<b>LEARNING STANDARDS</b>					
8th grade students completing Algebra with C or better	X%				
8th grade students Proficient or Advanced on state English Language Arts test/Math test	X% / Y%				
8th grade students with C average or better	X%				
<b>LEARNING PROGRESS</b>					
Students Proficient or Advanced on state English Language Arts test/Math test	X% / Y%				
Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test	X% / Y%				
<b>TEACHER, SCHOOL LEADERSHIP AND STUDENT</b>					
Quality Review	X				
Teachers remaining at school	X%				
Faculty and staff attendance	X%				
Students feeling safe on campus	X%				
<b>STUDENT GOALS AND COMMUNITY ENGAGEMENT</b>					
Students with more than 5 absences	X%				
Student satisfaction with their school	X%				
Parent satisfaction with their child's school	X%				
Parent engagement and community engagement	X				

Preliminary draft



METRIC	CALCULATION	WHY IS THIS IMPORTANT?
10 <sup>th</sup> graders passing CAHSEE	Percent of all 10th graders passing the entire California High School Exit Exam (CAHSEE)	The CAHSEE tests basic math and English skills and is a requirement for graduation
9 <sup>th</sup> graders on track to graduate	Percent of all 9th graders who have accumulated at least 55 credits during their freshman year, have completed 2 core classes: Algebra I and 9 <sup>th</sup> Grade English, and have a C average or better. Calculated at year end	Students who do not meet freshman on track requirements are most likely to repeat 9 <sup>th</sup> grade, or drop out altogether
Quality review	Each year, your school is reviewed by a panel of experts to gauge performance on 4 dimensions: Quality of instruction; School leadership and operations; School climate; Parent and community engagement. Please see your school's website for more information	Test scores cannot tell the whole story of a school. An external review is essential to finding areas for improvement and understanding strengths.
Teachers remaining at school	Percent of teaching staff choosing to remain at school, excluding retirement	Teachers leaving the school negatively impacts the school environment and student performance
Faculty and staff attendance	Attendance rate of all school personnel	Quality instruction and strong school climate requires consistent staff attendance
Students feeling safe on campus	Each year, students are given the opportunity to voice their opinion on safety in yearly surveys	Students must feel safe in order to learn
Students with more than 5 absences	Percent of students with more than 5 absences	Research indicates that missing more than five days of school a year increases the risk of dropping out
Student satisfaction with their school	Each year, students are given the opportunity to voice their opinion through a survey to gauge their overall satisfaction with their school	Students are the number one priority of schools and their thoughts are important. If students are unhappy at school, this will adversely impact their education
Parent satisfaction with their child's school	Each year, parents are given the opportunity to voice their opinion in a survey to gauge their overall satisfaction with their child's school	Parent satisfaction is a measure of school success
Parent and community engagement	Each year, your school is reviewed by a panel of experts who gauge how well parents and communities are engaged in the school as collaboratively defined by schools, Network Partners and iDivision	Parents and communities are an essential part of student success

METRIC	CALCULATION	WHY IS THIS IMPORTANT?
4-year graduation rate/5-year graduation rate	Percent of freshman who started four (or five) years ago who have graduated. Uses NGA graduation rate methodology, which differs from the state methodology	Graduation is a minimum requirement for success in today's economy. The NGA methodology provides a more accurate graduation rate compared to the state methodology
Students completing A-G coursework or CTE program with C average of better in 4 years/5 years	Percent of freshman who started 4 (or 5) years ago who graduated and completed A-G coursework or California Technical Education (CTE) program. CTE program also requires completion of A-G coursework. Must achieve C average in the coursework	A-G refers to a set of courses a student must complete over their high school career to apply to colleges in the Cal State and University of California systems
Graduates enrolled in 2 year college / 4 year college	Percent of students graduating who enroll in 2 year college (including community and vocational) and 4 year college	Students enrolling in college have increased employment opportunities. Two thirds of new jobs require college or other post-secondary education
Students Proficient or Advanced on state English Language Arts test/ Math test	Percent of students at the school scoring proficient or advanced on the California State Test (CST) in English Language Arts (ELA) and Math	The CST exams are given every spring to understand whether students are gaining the required knowledge in each grade. Students can perform in one of five categories: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Students meeting grade level standards should score in the proficient or advanced categories
Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test	Percent of students who last year <ul style="list-style-type: none"> <li>▸ Scored Far Below Basic and improved this year's score at least one performance band</li> <li>▸ Scored Below Basic and improved this year's score at least one performance band</li> </ul> on CST ELA, CST Math, less students whose performance worsened	Even students who are underperforming on state exams should be making progress towards proficiency
11 <sup>th</sup> graders meeting Early Assessment Program (EAP) college-readiness standards	Percent of all 11th graders who meet the college-readiness standards as determined by the Early Assessment Program portion of the CST ELA	Students not meeting the college readiness standards have the opportunity to prepare themselves for college through a number of programs available to them throughout their senior year
10 <sup>th</sup> graders on track to graduate	Percent of all 10th graders who have accumulated at least 115 credits, have completed the necessary A-G courses to be on track to complete the series by graduation, and have a C average or better. Calculated at year end	Must ensure students are taking the necessary A G courses each year to complete the series by graduation and are accumulating appropriate credits

School  
score

# XX HS: 2008-2009 School Year

## SCHOOL OVERVIEW

# of students

- \* % African American
- \* % American Indian
- \* % Asian
- \* % Filipino
- \* % Hispanic or Latino
- \* % Pacific Islander
- \* % White (not Hispanic)
- \* % EL
- \* % Special Ed

English Language Arts proficiency  
by subgroup\* (% proficient)

Math proficiency by  
subgroup\* (% proficient)

African American	100	100
American Indian	100	100
Asian	100	100
Filipino	100	100
Hispanic or Latino	100	100
Pacific Islander	100	100
White (not Hispanic)	100	100
EL	100	100
Special Ed	100	100

\* Scores are not shown when number of students is 10 or less to protect student privacy and ensure statistical accuracy

### How to read this scorecard

Every summer, the Innovation Division and LAUSD publishes these school scorecards for students, parents, community members, and school staff to understand whether schools are giving children the education they need to graduate from high school and succeed in college and careers. The scorecard entails several qualitative and quantitative metrics in six key areas: student outcomes, academic progress, quality instruction, student connection, parent and community involvement, school leadership and school climate

**1** School  
score

## XX HS: 2008-2009 School Year

API **2**  
Meets AYP? **3**  
PI status **4**

**5** ACTUAL  
**6** ONE YEAR CHANGE  
**7** 3 YEAR CHANGE  
**8** 5 YEAR GOAL  
**9** LAUSD RANK (out of 65)

4-year graduation rate/5 year graduation rate

X% / Y%    A% / ?B%    C% / ?D%    X    X'

Students completing A G coursework or CTE program with C average or better in 4 years/5 years

X% / Y%

- 1** School score: All schools are given a score based on current performance
- 2** Academic Performance Indicator (API): Score given to each school by the state of California based on performance on standardized tests. Target score is 800
- 3** Meets Annual Yearly Progress (AYP)?: A school must meet certain test scores as part of the federal system called No Child Left Behind
- 4** Program Improvement (PI) Status: If a school does not meet NCLB, it enters PI status

- 5** Actual: This year's performance
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- 7** 3 year change: Absolute change from performance three year's ago. Arrow indicates whether score increased or decreased
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- 9** LAUSD rank: Your school's absolute performance as compared to all other LAUSD high schools

For a detailed a detailed explanation of the metrics on the scorecard and why these are important to you and your child, please click [here](#). If you would like to see this scorecard by subgroup, please click [here](#).

School **XX HS: 2008-2009 School Year**

score

API  
Meets AYP?  
PI status

	ACTUAL	ONE YEAR CHANGE	3 YEAR CHANGE	5 YEAR GOAL	LAUSD RANK (out of 61)
<b>STUDENT OUTCOMES</b>					
4-year graduation rate/5-year graduation rate	X% / Y%	A% / ↓B%	C% / ↓D%	X	X*
Students completing A-G coursework or CTE program with C average or better in 4 years/5 years	X% / Y%				
Graduates enrolled in 2 year college / 4 year college	X%				

<b>STUDENT PROGRESS</b>					
Students Proficient or Advanced on state English Language Arts test/Math test	X% / Y%				
Far Below Basic and Below Basic students improving from previous year on state English Language Arts test/Math test	X% / Y%				
11 <sup>th</sup> graders meeting Early Assessment Program (EAP) college-readiness standards	X%				
10 <sup>th</sup> graders on track to graduate	X%				
10 <sup>th</sup> graders passing CAHSEE	X%				
9 <sup>th</sup> graders on track to graduate	X%				

<b>INSTRUCTION, SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT</b>					
Quality review	X				
Teachers remaining at school	X%				
Faculty and staff attendance	X%				
Students feeling safe on campus	X%				

<b>STUDENT COMMUNITY ENGAGEMENT</b>					
Students with more than 5 absences	X%				
Student satisfaction with their school	X%				
Parent satisfaction with their child's school	X%				
Parent and community engagement	X				

\* Until graduation methodology is comparable across district, no ranking given

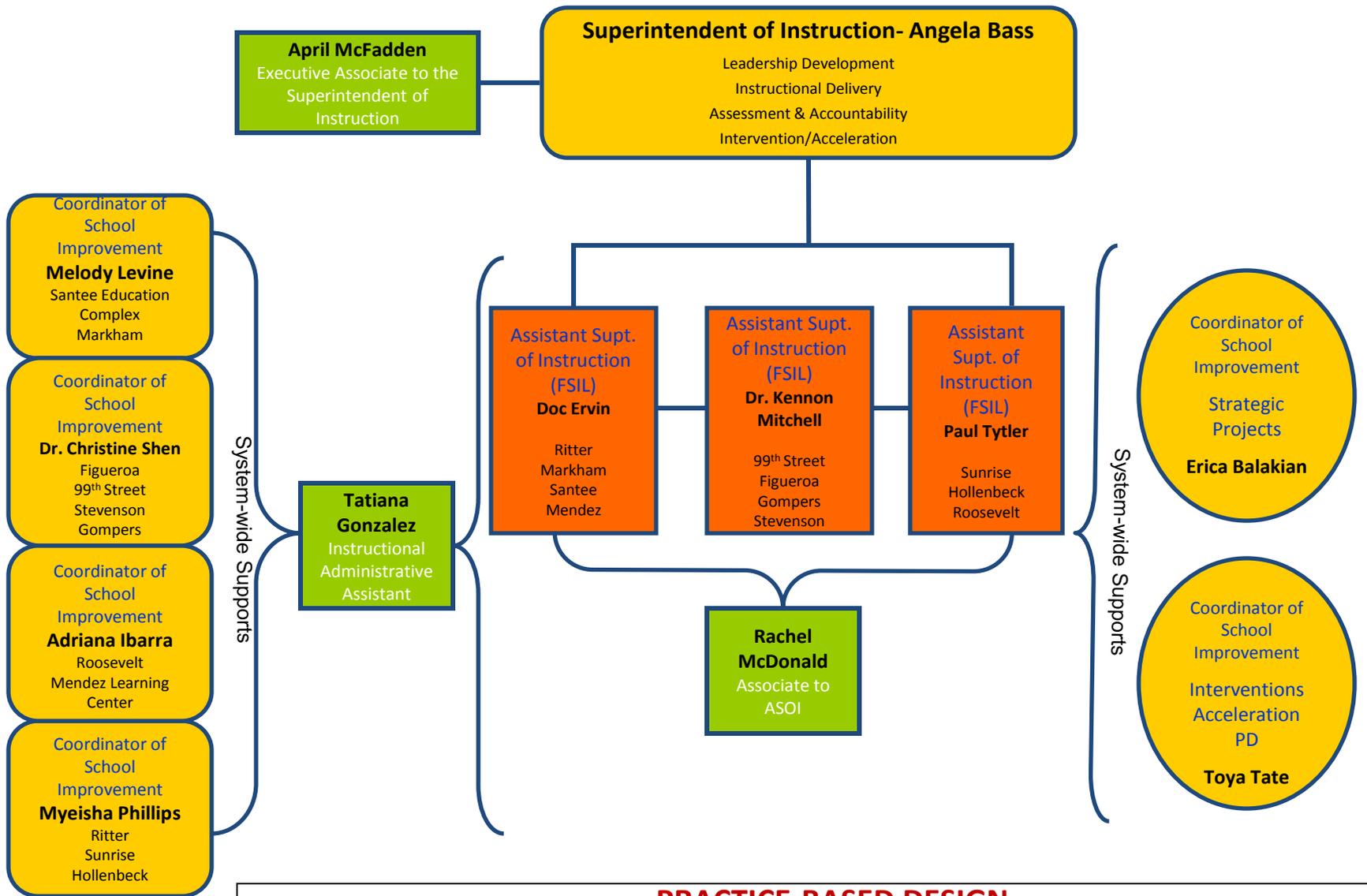
# Appendix 8

Level	Content Area	Curriculum
High School	ELA	Perspectives in Multicultural Literature, 3 <sup>rd</sup> Course, Holt, Rinehart, and Winston (Gr. 9), Perspectives in Multicultural Literature, 4 <sup>th</sup> Course, Holt, Rinehart, and Winston (Gr. 10), Expository Reading and Writing Course, Student Texts and Materials, Semesters 1 & 2 (Gr. 12)
High School	Mathematics	See Appendix X for list of approved textbooks for Geometry, Algebra II, Trigonometry, Statistics, AP Calculus, AP Statistics. Schools have the flexibility to chose their math te
High School	Science	Physics: Physics: Principles and Problems, CA Ed., (Zitzelwitz, et al.) 2007 Holt Physics, CA Edition, (Serway, Faughn), 2007 Conceptual Physics, (Hewitt), 2006 Biology: Holt Biology (Johnson, Raven), 2007 McDougal Littell Biology (Nowicki), 2008 Prentice Hall Biology (Miller Levine), 2007
High School	Social Science	Grade 10: World History: Modern Times, Glencoe or World History: The Modern World, Prentice Hall. Grade 11: America: pathways to the Present, Prentice Hall or The Americans, McDougal Littell or The American Vision: Modern Times, Glencoe
High School	ESL	High Point (option: The Edge or Inside)

# Appendix 9

# Partnership for Los Angeles Schools

## Gold Standard of Excellence in Education



Instructional Delivery & Leadership Development **PRACTICE-BASED DESIGN** Creating & Sustaining Professional Standard-Based Lesson Design & Intervention Learning Communities  
 and acceleration 2009-2010

# Appendix 10

## ***Accountable Talk***

*(Institute for Learning, Principles of Learning).*

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be accountable--to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.

Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion.

Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, and documentary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms

### **Accountable Talk Rubric Foci**

- Engagement with Learning through Talk
- Accountability to the Learning Community
- Accountability to Knowledge
- Accountability to Rigorous Thinking

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Engagement with Learning through Talk</b>	<p>1. A substantial portion of instructional time involves students in talk related to the concepts delineated in the standards.</p> <ul style="list-style-type: none"> <li>➤ Throughout the school day, in all subject areas, there is a high amount of talk directly related to the content being studied.</li> <li>➤ A high percentage of classroom talk is by and among students.</li> <li>➤ Students participate in various forms of Accountable Talk, such as instructional discussions, whole class discussions, small group work, peer and student-teacher, conferences, presentations, and interviews.</li> </ul>	
	<p>2. Teachers create the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. Over time, students can be expected to carry out each of these conversational "moves" themselves in peer discussions.</p> <ul style="list-style-type: none"> <li>➤ press for clarification and explanation</li> <li>➤ require justifications of proposals and challenges</li> <li>➤ recognize and challenge misconceptions</li> <li>➤ demand evidence for claims and arguments</li> <li>➤ interpret and "revoice" students' statements</li> </ul>	

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Accountability to the Learning Community</b>	1. Students actively participate in classroom talk. <ul style="list-style-type: none"> <li>➤ Each student is able to participate in several different kinds of classroom talk activities.</li> <li>➤ Students' talk is appropriate in tone and content to the social group and setting and to the purpose of the conversation.</li> <li>➤ Students allow others to speak without interruption.</li> <li>➤ Students speak directly to other students on appropriate occasion.</li> </ul>	
	2. Students listen attentively to one another. <ul style="list-style-type: none"> <li>➤ Students' body language/eye contact show attention.</li> <li>➤ When appropriate, students make references to previous speakers.</li> <li>➤ Speakers' comments are connected to previous ideas.</li> <li>➤ Participants avoid inappropriate overtalk.</li> <li>➤ Participants' interest is in the whole discussion, not only in their own turn taking.</li> </ul>	
	3. Students elaborate and build upon ideas and each others' contributions. <ul style="list-style-type: none"> <li>➤ Talk remains related to text/subject/issue.</li> <li>➤ Related issues or topics are introduced and elaborated.</li> <li>➤ Talk is about issues rather than participants.</li> <li>➤ Students work toward the goal of clarifying or expanding a proposition.</li> <li>➤ Students revoice, summarize, paraphrase each other's argument(s).</li> <li>➤ Students make an effort to ensure they understand one another.</li> <li>➤ Students clarify or define terms under discussion.</li> </ul>	

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Accountability to Knowledge</b>	<p>1. Students make use of specific and accurate knowledge.</p> <ul style="list-style-type: none"><li>➤ Students make specific reference to a text to support arguments and assertions.</li><li>➤ Students make clear reference to knowledge built in the course of discussion</li><li>➤ Examples or claims using outside knowledge are accurate, accessible, and/or relevant.</li></ul>	
	<p>2. Students provide evidence for claims and arguments.</p> <ul style="list-style-type: none"><li>➤ Unsupported claims are questioned and investigated by discussion participants</li><li>➤ Requests are made for factual information, elaboration, rephrasing and examples.</li><li>➤ Students call for the definition and clarification of terms under discussion.</li><li>➤ Students challenge whether the information being used to address a topic is relevant to the discussion.</li><li>➤ Students identify the knowledge that may not be available yet which is needed to address an issue.</li></ul>	

## Accountable Talk Rubric

Focus	Criteria	Rate (High, Medium, Low)
<b>Accountability to Rigorous Thinking</b>	1. Students synthesize several sources of information. <ul style="list-style-type: none"> <li>➤ Students refer to a variety of texts as sources of information.</li> <li>➤ Students connect ideas within and between texts.</li> <li>➤ Students use previous knowledge to support ideas and opinions.</li> </ul>	
	2. Students construct explanations. <ul style="list-style-type: none"> <li>➤ Students acknowledge that more information is needed.</li> <li>➤ Students use sequential ideas to build logical and coherent arguments.</li> <li>➤ Students employ a variety of types of evidence.</li> </ul>	
	3. Students formulate conjectures and hypotheses. <ul style="list-style-type: none"> <li>➤ Students use "what if" scenarios as challenging questions or supporting explanations.</li> <li>➤ Students formulate hypotheses and suggest ways to investigate them.</li> <li>➤ Students indicate when ideas need further support or explanation.</li> </ul>	
	4. Students test their own understanding of concepts. <ul style="list-style-type: none"> <li>➤ Students re-define or change explanations.</li> <li>➤ Students ask questions that test the definition of concepts.</li> <li>➤ Students draw comparisons and contrasts among ideas.</li> <li>➤ Students identify their own bias.</li> <li>➤ Students indicate to what degree they accept ideas and arguments.</li> </ul>	
	5. Classroom talk is accountable to generally accepted standards of reasoning. <ul style="list-style-type: none"> <li>➤ Students use rational strategies to present arguments and draw conclusions.</li> <li>➤ Students provide reasons for their claims and conclusions.</li> <li>➤ Students fashion sound premise-conclusion arguments.</li> <li>➤ Students use examples, analogies, and hypothetical "what if" scenarios to make arguments and support claims.</li> <li>➤ Students partition argument issues and claims in order to address topics and further discussion.</li> </ul>	
	6. Students challenge the quality of each other's evidence and reasoning. <ul style="list-style-type: none"> <li>➤ The soundness of evidence and the quality of premise-conclusion arguments are assessed and challenged by discussion participants.</li> <li>➤ Hidden premises and assumptions of students' lines of argument are exposed and challenged.</li> </ul>	
	7. Classroom talk is accountable to standards of evidence appropriate to the subject matter	

# Appendix 11

## **Partnership for Los Angeles Schools** **Uniform Requirements for 2009-2010 school year**

*The Partnership for Los Angeles Schools is committed to providing all children with a safe, quality, learning environment as we strive for a “Gold Standard” of excellence at all of the Partnership schools. Around the country, uniforms have effectively increased school safety, improved student performance, and enhanced academic environments. We support the full implementation of uniforms as one strategy to accelerate student achievement. Many Partnership schools have already successfully implemented a uniform policy. We encourage and support your continued engagement in this effort. With the help of the entire school community we can encourage our students to come to school dressed for success and ready to learn!*

*Each school will need to develop its own specific uniform policy for students. The requirements below are intended to assist you in developing a policy for your school. In addition, the guidelines represent what we believe are the minimum requirements for an effective implementation of a uniform program. Once schools begin implementation, we expect that schools will continue to refine over time. Please submit all uniform policies to your Family of Schools Instructional Leader (FSIL) for final approval.*

### **Minimum Uniform Requirements**

- **Specific plain color collared shirt without logos or patterns**
  - *Polo style – recommended; 1 color per school -- recommended*
- **Specific plain color pant wear worn at the waist**
  - *Knee length – recommended; 1 color per school – recommended*
- **Specific colors for outerwear as determined by the school site**
- **Closed toe shoes**
  - *Flats – recommended*
- **Standard belt properly worn at waist level**
  - *1 color per school – recommended*

### **Prohibited Items as part of the Uniform Guidelines**

- **No jeans**
- **No patterns or logos on all clothing except Partnership, approved city seal shirts, or school emblems**
  - For example: Brand names, sports teams, gang affiliation, or drug insignias. Schools will need to develop their own specific restrictions based on their needs (e.g., gang-related attire).
- **No spaghetti straps, tank tops, sleeveless, or spandex**
- **No hats, wave caps, bandanas, sweatbands, visors, or curlers**
- **No oversized, ripped, torn, or clothing with holes**

**Students should be expected to follow the dress code every day**

# Appendix 12a

## **Small Schools Documents for Review**

*(All Documents in Draft Form)*

Partnership Small Schools Model	<b>2</b>
Partnership Small Schools Initiative	<b>4</b>
Partnership Autonomy and Accountability Policy	<b>8</b>
Role of Small Schools Transition Team	<b>12</b>
Small Schools Principal Job Description	<b>13</b>
Small Schools Principal Hiring Process	<b>15</b>
Proposed Campus-Wide Operations Council	<b>17</b>
2009 SSTT Agendas	<b>18</b>
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Small Schools Narrative	<b>23</b>
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# **The Partnership for Los Angeles Schools**

## **Guiding Principals for Small Schools**

*All high school students will experience transformative teaching and learning, allowing them to build a foundation for academic excellence and personal success.*

### **Distributed Leadership**

- Teachers and small school administrator build a collaborative community in which to improve instructional practice and student learning.
- Staffing plan aligned with student needs, ensuring quality instruction for all students.
- Site-developed evaluation process for teachers.
- School-site recruitment and selection of staff and leadership in partnership with all stakeholders.
- Governance structure creates a culture of shared leadership and decision-making focused on high student performance.
- Stakeholders have input into decisions through the involvement of administrators, teacher leaders, classified employees, parents and students in school governance and advisory groups.
- School committees involving stakeholders in determining promotion, discipline, attendance, and other policies.
- School leaders continuously focus on improved performance management through revision of school processes and structures.

### **Personalization**

- Each student is known well, respected, and appreciated.
- The school model exhibits a caring environment that is responsive to students' emotional and intellectual needs.
- Teachers are focused on student-centered, individualized instruction.
- The campus is a safe and secure place for student learning.
- Encouragement of student appreciation of diversity, civic participation, and conflict resolution.
- Student voice meaningfully incorporated into ongoing evolution of school community.
- Student personalization and engagement integrated into academic and nonacademic areas.
- Every student has an adult advocate and a personal plan for progress.

### **Focus on Curriculum, Instruction, and Assessment**

- Defined instructional philosophy created and shared by a sustainable professional learning community.
- High expectations are clearly communicated to all students. Every student is engaged in an ambitious, rigorous course of study and leave school prepared for post-secondary education and/or career.

## **Focus on Curriculum, Instruction, and Assessment (continued)**

- Shared belief that all students have the potential to meet grade-level academic standards and achieve success in career and college
- Enhanced instructional delivery of rigorous, culturally relevant, literacy-rich curriculum
- Continuity and coherence of curriculum across grade levels (9-12)
- Explicit plans to address the needs of English Language Learners, Special Education students, and Gifted and Talented students.
- Clear intervention plan for students who are performing below grade level.
- Professional learning communities continually exploring best practices for student achievement.
- Standards-based lesson design a key component of all professional development.
- Ongoing professional development that is targeted and research-based.
- Constructive peer feedback to improve individual and collective performance.
- Students are challenged to increase and apply knowledge, analyze information, produce quality work, make presentations, and think critically.

## **High Accountability**

- Responsible adults are creating the conditions in which students can succeed.
- Plan for closing and eliminating the achievement gap.
- Well-articulated philosophy on student assessment.
- Research-based practices and program evaluation help define what works.
- Formative and summative measures outlined.
- Data is used to drive decisions, target resources, and support instruction.
- Use of MyData or other comprehensive data utility for tracking and measuring progress.
- Plan to analyze data regularly to improve student learning.
- Clearly delineated budget that maximizes student performance and a professional collaborative learning community.
- Resources are equitably distributed to ensure success for *every* student, regardless of background.

## **Family and Community Involvement**

- Families are involved in their children's education; parents supporting student achievement.
- Specific strategies developed to engage parents and families academically.
- Parents and families will collaborate with teachers, counselors, and administrators.
- Community organizations meaningfully involved in school.
- Integration of community based social support and health services.
- Partnerships are developed with businesses and higher education to create authentic projects and opportunities for students.
- Students become responsible citizens through critical thinking, civic engagement, and an understanding of democracy.
- Family Action Teams will be established at each school site.

## SMALL SCHOOLS INITIATIVE

**I**t is the goal of the Partnership for Los Angeles Schools to ensure that our high schools prepare every student to graduate with a high school diploma and for entry into postsecondary education, career and the responsibilities of active citizenship. To further this goal, the Partnership has established a secondary school initiative to redesign their large comprehensive schools into independent, autonomous small schools on high school campuses. The emphasis of each small school is academic rigor, relevance for student learning, relationships between teachers and students, and high level student achievement results. Small schools can provide a dynamic platform for reallocating human and economic resources to meet the specific learning needs of students and staff to accomplish the overarching student performance goals. The bottom line to excellence and equity in education is the direct result of powerful teaching and learning - with small schools serving as a powerful facilitating factor.

**T**he primary purpose of the small schools initiative is to raise student achievement for all students and close the achievement gap for under-served students by decreasing the size of schools, adhering to high academic standards and increasing the quality of choices available to parents and students.

**T**he Partnership for Los Angeles Schools network of small schools will identify measurable student outcomes and outline the method by which student progress in meeting the identified student outcomes will be measured. The measurable student outcomes must address overall student achievement as well as equity. In collaboration with schools, PLAS will use an evaluation instrument and/or process to measure and report parent, teacher, and student satisfaction for all schools.

**T**he Partnership for Los Angeles Schools and the small schools will be responsible for ensuring authentic community involvement and public understanding of the goals and priorities for developing high-performing high schools. Each small school will adhere to the statewide governing expectations (ELAC, CEAC, and SSC). Each small school will create a small school governing council.

## KEY CONDITIONS FOR SMALL SCHOOLS

- School Size:** The desired school size is between 400 to 600 students. The size of school assures that every student is known well and that teachers experience a meaningful level of a collaborative learning community.
- Common Focus:** A compelling and viable vision for teaching and learning exists that unites the school and establishes clear guidelines for achievement of powerful learning experiences for every student.
- Autonomy:** Small school personnel have the autonomy necessary to develop and maintain a rich school environment. Areas of autonomy include: budget, staffing, curriculum, instruction and assessment, governance, and school calendar.
- Accountability:** Schools will be held accountable for building the foundation where every student achieves academic excellence and personal success. Schools will utilize multiple measurements in which to exam, review, and reflect on their instructional program and to measure the level of student learning. Schools will participate in a public review of achievement as defined by a school portfolio on student achievement.

## GUIDING PRINCIPLES FOR SMALL SCHOOLS

*All high school students will experience transformative teaching and learning, allowing them to build a foundation for academic excellence and personal success.*

### **Distributed Leadership**

- Teachers and small school administrator build a collaborative community in which to improve instructional practice and student learning.
- Staffing plan aligned with student needs, ensuring quality instruction for all students.
- Site-developed evaluation process for teachers.
- School-site recruitment and selection of staff and leadership in partnership with all stakeholders.
- Governance structure creates a culture of shared leadership and decision-making focused on high student performance.
- Stakeholders have input into decisions through the involvement of administrators, teacher leaders, classified employees, parents and students in school governance and advisory groups.
- School committees involving stakeholders in determining promotion, discipline, attendance, and other policies.
- School leaders continuously focus on improved performance management through revision of school processes and structures.

### **Personalization**

- Each student is known well, respected, and appreciated.
- The school model exhibits a caring environment that is responsive to students' emotional and intellectual needs.
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- Student personalization and engagement integrated into academic and nonacademic areas.
- Every student has an adult advocate and a personal plan for progress.

### **Focus on Curriculum, Instruction, and Assessment**

- Defined instructional philosophy created and shared by a sustainable professional learning community.
- High expectations are clearly communicated to all students. Every student is engaged in an ambitious, rigorous course of study and leave school prepared for post-secondary education and/or career.
- Shared belief that all students have the potential to meet grade-level academic standards and achieve success in career and college
- Enhanced instructional delivery of rigorous, culturally relevant, literacy-rich curriculum
- Continuity and coherence of curriculum across grade levels (9-12)

## **Focus on Curriculum, Instruction, and Assessment** *(continued)*

- Explicit plans to address the needs of English Language Learners, Special Education students, and Gifted and Talented students.
- Clear intervention plan for students who are performing below grade level.
- Professional learning communities continually exploring best practices for student achievement.
- Standards-based lesson design a key component of all professional development.
- Ongoing professional development that is targeted and research-based.
- Constructive peer feedback to improve individual and collective performance.
- Students are challenged to increase and apply knowledge, analyze information, produce quality work, make presentations, and think critically.

## **High Accountability**

- Responsible adults are creating the conditions in which students can succeed.
- Plan for closing and eliminating the achievement gap.
- Well-articulated philosophy on student assessment.
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- Families are involved in their children's education; parents supporting student achievement.
- Specific strategies developed to engage parents and families academically.
- Parents and families will collaborate with teachers, counselors, and administrators.
- Community organizations meaningfully involved in school.
- Integration of community based social support and health services.
- Partnerships are developed with businesses and higher education to create authentic projects and opportunities for students.
- Students become responsible citizens through critical thinking, civic engagement, and an understanding of democracy.
- Family Action Teams will be established at each school site.

## SMALL SCHOOLS AUTONOMY AND ACCOUNTABILITY

The Partnership for Los Angeles Schools has established small schools as a cornerstone of our high school reform strategy. This document outlines how our small schools will utilize autonomy and accountability.

A guiding principle for the Partnership for Los Angeles Schools is the belief that local empowerment of small independent and autonomous schools will improve teaching and learning. Autonomy requires that resource allocation and decision-making occur at the school level so that all stakeholders, including leadership, staff, students and parents, are to make the necessary decisions to heighten student achievement. Autonomy and accountability are necessities in order for meaningful change, such as eliminating the achievement gap and supporting high-level student performance, to exist within each small school. Evidence strongly suggests that schools are more likely to create the conditions that lead to the improvement of teaching and learning when they are given greater local empowerment over resources. Autonomy serves as a significant factor in facilitating the improvement of teaching and learning, however, one should be mindful that increased autonomy is not the goal in itself.

## AUTONOMY

*Areas of small school governing autonomy in Partnership for Los Angeles Schools are as follows:*

- **Mission and Vision:** Small schools establish the purpose of their school (mission) and define their desired state (vision) as related to student learning targets.
- **Staff Responsibilities:** Small schools outline and define the role and responsibilities of all adults working on the campus (consistent with labor contracts). These will be reviewed on an annual basis by the school leadership team.
- **Budget:** School budgets will be determined based on a per-pupil funding model. Small Schools and their School Site Council will have discretion in aligning resource allocation to the best programs and services for their students and families. Small Schools will be expected to collaborate with a complex-wide council in determining shared resources.
- **School Rules:** Small schools create a set of expectations, along with rewards and consequences, to help maintain a standard of conduct and promote an atmosphere of fairness. Small schools will be expected to develop school safety plans, in collaboration with a campus-wide council, that adhere to the standard practice of secure and safe campuses.
- **Master Schedule/Bell Schedule:**
  - Small schools create a master schedule that complies with A-G and graduation requirements for every student and is aligned with complex-wide agreements, California Education Code requirements and incorporates collaborative planning time for teachers.
  - Each small school will offer opportunities for intervention and learning support for students.
  - The effective use of instructional time is essential for maximizing student learning. Small schools will have the flexibility of using their daily time in a way that respects other small schools and their classrooms.
- **Curriculum, Instruction, and Assessment:** Small schools will have the responsibility to structure their curriculum and assessment practices to best meet student learning needs and targets. Small schools will develop authentic performance-based assessments such as portfolios and senior exhibitions aligned with national and state standards. Schools are given the flexibility to best determine a school-based curriculum and assessment practices that will prepare students for state assessments and postsecondary college and career experiences.
- **School Space:** Small schools will determine how allocated classroom and office space will be utilized.
- **Professional Development:** Small schools will design a professional development plan that supports their mission, vision, curriculum and instruction as determined by student need.
- **Governance:** Small schools will be expected to create collaborative decision-making governance structure with authority over budget approval and setting of school policies.
  - Small schools have direct influence, in collaboration with the Partnership for Los Angeles Schools and Complex-wide principal to select:
    - \* Instructional and support staff
    - \* Parent leadership team
    - \* Student government and leadership
- **Hiring:** Small schools will create a hiring committee composed of multiple stakeholders to hire teachers and classified staff in accordance with local bargaining agreements.
  - Small school administrators, including principals and possible assistant principals, will be hired by a team that includes all representatives from all stakeholder groups, including the Partnership for Los Angeles Schools.

## ACCOUNTABILITY

In many organizations, both public and private, accountability has traditionally been seen as a grab bag of techniques for praising, shaming, or threatening employees in order to motivate effort (Hill, 2009). How do we begin to think differently about the way we examine evidence, take responsibility and build ownership of student performance? School accountability allows schools to maintain their school vision, to assure commitment to their vision and mission, and conduct school reviews and construct school improvement plans to address their gaps.

In redesigned high schools, successful small schools establish a process of setting and communicating high expectations for all students and develop a path for high achievement for each individual student. Members of effective schools routinely explore the questions, “How are we doing?” and “How can we improve?”

The following are the Partnership for Los Angeles Schools guiding principles regarding small school accountability. Each small school within the Partnership will:

- Accelerate student achievement.
- Establish high expectations for every student.
- Make the work of teaching and learning public.
- Will establish a culture of collaboration that achieves high student performance. Teachers will be expected to collaborate in the following areas:
  - Student performance review
  - School improvement planning.
  - Curriculum, Instruction, and Assessment
  - School policies and procedures
- Utilize multiple measurements to analyze school performance, such as portfolios, performance, public presentation, research and analysis, written reports, state and local assessments based on agreed-upon benchmarks. Each small school will participate in annual internal and external evaluation that includes self-examination, reflection, and assessment.
- Engage in quality educational practices that lead to high student achievement based on the Partnership for Los Angeles Schools instructional framework.

## **Mechanisms for measuring school accountability:**

- Submit a small school portfolio based on agreed upon benchmarks.
  - *Selected items would include:*

### **Annual Overview**

- \* Proficiency rates and annual gains (CST, CAHSEE)
- \* Survey and Interview results (students, staff, parents)

### **Student Focus**

- \* Standardized-test scores
- \* A-G completion rates and progress for all students
- \* Transcripts
- \* Student retention
- \* College entrance exam scores
- \* Postsecondary enrollment records
- \* Senior Project
- \* Student Exhibitions
- \* Student Portfolios

### **Instructional Focus**

- \* Professional development plan
- \* Personnel evaluations and professional growth plans
- \* Instructional Rounds and Landscaping
- \* Classroom observation notes regarding instructional practice
- \* Student work samples

### **Operational Focus**

- \* Enrollment and Attendance records
- \* Discipline records including suspension rates
- \* Agendas of meetings focused on student achievement
- \* Budgets annotated to indicate ongoing and new investments in student Learning

- Completion of self study (WASC – three or six year visits), state and local assessments.
- External small school reviews conducted by the Partnership for Los Angeles Schools in collaboration with small school governing teams. The external review will examine the small school portfolio, examine areas of strengths and concerns, and will result in an annual action plan mutually constructed with the small school site council, small school principal, and the Partnership of Los Angeles Schools.

**SMALL SCHOOLS TRANSITION TEAM**  
**PURPOSE AND MEMBERSHIP**

*Purpose:*

The Small Schools Transition Team (SSTT) will provide **leadership** and **support** for the development, design, and implementation of independent and autonomous small schools at the Roosevelt High School campus. The SSTT will serve as a **key voice** and **small school representation** in problem solving and decision making pertaining to the creation of high performing small schools on the Roosevelt HS campus. The SSTT will serve as a **learning network** for inquiry and for ideas to be exchanged from lessons learned during the small schools transition and implementation. The team will also provide **two- way communication** and function as a **liaison** between the Partnership and school leadership. Additionally, the Small Schools Transition Team will provide a **forum** to discuss issues that the small schools have common and **determine solutions**.

*Membership:*

C. Castillo A. Englander J. Matsumura H. Cortes  <b><u>Design Team 1</u></b>	S. Alba S. Licari D. Thompson <i>Interim Admin</i>  <b><u>Design Team 2</u></b>
L. Alva F. Burt A. Sanchez W. Hamamoto  <b><u>Design Team 3</u></b>	D. Diaz E. Edelson J. Fernandez O. Duran  <b><u>Design Team 4</u></b>
B. Gertner J. Lopez M. McClusky R. Escobar  <b><u>Design Team 5</u></b>	P. Burgueno A. Im B. Schallert M. Cantu  <b><u>Design Team 6</u></b>
S. Burns J. Lotter G. Russom L. Cortez  <b><u>Design Team 7</u></b>	T. Carreto M. Flores G. Reynoso R. Chavez S. Freire  <b><u>Complex-Wide</u></b>
M. Ochoa <i>Parent reps elected for each Design Team</i>  <b><u>Parents</u></b>	A. Bass M. Tuck P. Tytler A. Ibarra  <b><u>Partnership for LA Schools</u></b>

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Los Angeles City Schools  
xx/xx/xxxx

PARTNERSHIP FOR LOS ANGELES SCHOOLS VARIOUS VACANCIES

**Minimum Requirements for administrative positions include:**

- California Administrative Credential
- Master's Degree
- Multicultural coursework - **Out of District candidates have one year to complete these requirements**

Check the District Website for employment updates @ [http://certificated.lausd.k12.ca.us/admin\\_vacancies](http://certificated.lausd.k12.ca.us/admin_vacancies)

**SECONDARY SMALL SCHOOL PRINCIPAL**

**Position Description and Responsibilities:**

The Partnership is seeking an accomplished educator to be a Small School Principal in a Partnership School who will serve in the capacity of instructional leader located on a high school complex. The Small School Principal will have responsibility for the performance of the school. This role will work in direct collaboration with the small schools governing team at the site and report directly to an Assistant Superintendent of Instruction and will be part of the organization's leadership team.

A Roosevelt High School small school principal is more than just a manager. The small schools leader will be a cornerstone upon which excellent schools are built, schools that will transform students' lives by creating educational opportunities for a brighter future. Small school leaders are those committed to lead with determination, integrity, and purpose; one who is passionate about student and school success, believes all students can excel academically, is an inspirational mentor for teachers, is a savvy community partner and parent relationship builder, and is committed to the core values and mission of the small school

**Experience requirement:**

At least three years of proven experience in instructional and administrative leadership.

**Desirable Qualifications:**

Sufficient amount of successful full-time public school certificated administrative experience, with no fewer than three years as a teacher.

**Salary Level:**

TBD

**Small School, ROOSEVELT HIGH SCHOOL campus**

234 Mathews Street, Los Angeles, CA 90033

Roosevelt High School is located in Boyle Heights, a community that has great pride in their local high school. Their rich heritage is supported by an extensive alumni network and multigenerational families who live in the community and have attended the school. Roosevelt High School is currently a single track calendar school serving approximately 3700 students in grades 9 through 12, of whom 39% are English Learners. Each small school on the campus will serve an estimated range of 400-600 students with a central focus. Small schools governance structures are guided by a rich culture of collaboration and shared-decision making. Teachers, administrators, and parents have provided leadership and support for the design and implementation of the autonomous small schools at Roosevelt High School. Teachers have served as a key voice in small school implementation and decision-making in the creation of high performing small schools on the Roosevelt campus. They have served as part of a learning network for inquiry and for ideas to be exchanged as lessons have been learned in the implementation and transition to small schools.

### **Key Duties:**

- Work collaboratively with key stakeholders, including empowered teachers, and focus people, time and money in a strategic manner leading to high student performance.
- Serves in the role of school site instructional leader.
- Creates a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Knows how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of caring adults.
- Ensure that all students are on the pathway to take A-G course requirements for entry into a California state university.
- Shapes a culture of collaboration driven by continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Sets high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervises, supports and evaluates performance of all assigned personnel, provide counseling and assistance as indicated; recommend appropriate action in cases of substandard performance; identify and encourage individual teachers with leadership potential.
- Uses data to initiate and continue improvement in school and classroom practices and student achievement.
- Leads and direct the assignment of all pupils in such a way as to encourage optimal growth.
- Keeps everyone informed and focused on student achievement.
- Leads student learning and instructional practice by being in classrooms daily.
- Leads prevention and intervention strategies designed to support learning challenges for all students.
- Ensures that teachers have the appropriate tools, materials and resources to implement high quality instruction.
- Recognizes and encourages implementation of good instructional practices that motivate and increase student achievement.
- Understands the change process and have the leadership and facilitation skills to manage it effectively.
- Understands how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Uses and organizes time in innovative ways to meet the goals and objectives of school improvement.
- Continually learns and seeks out colleagues who keep them abreast of new research and proven practices.
- Makes parents partners in their student's education and create a structure for parent and educator collaboration.
- Plans, supervises, and directs the business operations of the school, including management of all assigned specially funded budgets.
- Acquires and use resources wisely.
- Ensures that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.
- Demonstrated instructional knowledge of meeting the needs of diverse learning (English Language Learners, Special Education Students, Gifted and Talented students)
- Create and sustain a safe and enriching school environment.

### **Qualifications:**

- Classroom and administrative experience, preferably in small public schools in an urban environment.
- Experience managing complex schools and accelerating student performance.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Spanish fluency a plus.

**FILING DEADLINE: TBD**

### **/Small School Principal Hiring Process**

The Partnership for Los Angeles Schools is committed to hiring the very best leadership for our schools. Our goal is to identify skilled and equipped instructional leaders with “gold standard” excellent operational and managerial skills. Our administrators must be dynamic with exceptional interpersonal skills. Each leader must have the collaborative skills to work with a shared governance mindset that is inclusive of teachers, support staff, parents, and students. The Partnership welcomes diverse candidates representing all races, backgrounds, ethnicities, genders, and religious affiliations.

Roosevelt High School small schools will open in fall of 2010. They are designed to support all students in meeting standards through positive ongoing relationships between staff and students, relevant and challenging curriculum, high expectations for student learning, and powerful instruction.

In selecting the Partnership’s small school leadership, the following protocol has been established:

- All small school administrative positions will be posted with multiple hiring agencies and organizations. The Partnership will also actively recruit exceptional potential candidates.
- The Superintendent of Instruction and Assistant Superintendents of Instruction will collect and screen all resumes for credentials and basic qualifications.
- Partnership staff will work with the school to develop small school administrator search committee and schedule interviews with candidates.
  - The target composition for each schools committee will be
    - 3 Teachers
      - 1 of the 3 teacher positions will be open to the UTLA chapter chair, if they so decide.
    - 1 Site administrator (***Complex-wide Principal***)
    - 1 Classified staff member
    - 1 Parent
    - ***1 Student***
    - The Assistant Superintendent of Instruction (Partnership staff person)
- The search committees from each school will interview potential candidates. Members of the search committee from each school will receive the following before each session:
  - Recommended interview questions
  - Job Descriptions for the available positions
  - Candidate resumes
  - Score sheet for each candidate
- The search committee will select 2-4 candidates as finalist based on their interview scores
- The final candidates from each school will be assessed by the Partnership Team on their instructional leadership capabilities through classroom observation (classroom observation may be simulated by a video) and instructional feedback.

- The final decision on candidates will be made by the Assistant Superintendent of Instruction based on the recommendations from the small school administrator search committee and a candidate's performance in each stage of the interview process.

DRAFT

## **PROPOSED Campus-Wide Operations Council**

Given the coexistence on the Roosevelt High School campus, the level of collaboration between schools will require a structure/forum that provides an avenue to resolve campus-wide questions or issues. Therefore, we envision the need to organize *By-Laws and Agreements Held-in-Common* through an Operations Council to address issues that involve each school. The Operations Council will serve as a forum for problem solving, collaboration, and the sharing of agreed upon resources between each small school. The Operations Council oversees the needs of the building, security, maintenance, custodial demands, space allocation, and joint activities such as sporting events, concerts, plays, assemblies, library, and future plans.

Each school's administrative lead and a small school representative will serve on the Council, which will meet at least monthly.

A member of the Council selected on a rotating basis by the Council facilitates the Operations Council meetings. Each member will be responsible for the implementation of its decisions and communicates on a regular basis with their small school staff members, the head custodial, athletic director, food services, and security staff.

## SSTT 2009 Agenda Overview

Month	Agenda	Notes
<b>October</b>	<p><b>October 8, 2009</b></p> <ul style="list-style-type: none"> <li>• <b>Small Schools Transition Team</b> <ul style="list-style-type: none"> <li>○ What is the role of this team?</li> <li>○ What are the outcomes that should be completed by June 2010?</li> <li>○ Who should be a part of this team?</li> <li>○ When should this team meet and work?</li> </ul> </li> <li>• <b>The Partnership for Los Angeles Schools Small Schools Initiative</b> <ul style="list-style-type: none"> <li>○ Key Conditions and Guiding Principles</li> <li>○ Autonomy and Accountability in Small Schools</li> </ul> </li> <li>• <b>Decision Points and Input</b> <ul style="list-style-type: none"> <li>○ Explore types of decisions and decision-makers in small schools</li> <li>○ Classify outcomes</li> <li>○ Prioritize Outcomes</li> <li>○ Determine which outcomes Small Schools Transition Team will address in upcoming meetings</li> </ul> </li> <li>• <b>Professional Development Planning - Design Team</b> <ul style="list-style-type: none"> <li>○ Design Team Professional Development and Monitoring Plan</li> <li>○ Work in Design Teams</li> </ul> </li> </ul>	
	<p><b>October 29, 2009</b></p> <ul style="list-style-type: none"> <li>• <b>Explore Branding for Small Schools (<i>HMC Architects</i>)</b></li> <li>• <b>Profiles of Successful Small Schools</b></li> <li>• <b>Review Role of Small Schools Transition Team</b></li> <li>• <b>Decision Points and Input</b> <ul style="list-style-type: none"> <li>○ Explore types of decisions and decision-makers in small schools</li> <li>○ Classify outcomes created at the first meeting.</li> <li>○ Using survey data, prioritize outcomes by creating a timeline.</li> </ul> </li> <li>• <b>Pursuing Partnerships that Enhance your Small School</b></li> <li>• <b>Spotlight on Family and Community Engagement in Small Schools</b></li> <li>• <b>Continue to Develop Professional Development Plans for Design Teams</b></li> </ul>	

<b>Month</b>	<b>Agenda</b>	<b>Notes</b>
<b>November</b>	<p><b>November 18, 2009</b></p> <ul style="list-style-type: none"> <li>• Review of Design Team Bank Time, September to Present</li> <li>• “Strategic Design: Lessons from Leading Edge Small Urban High Schools” <ul style="list-style-type: none"> <li>○ Staffing and Budget Transition: Large to Small</li> </ul> </li> <li>• Small Schools Transition Team Work <ul style="list-style-type: none"> <li>○ Review Role of SSTT</li> <li>○ Meeting Dates (Finalize for Dec – June)</li> </ul> </li> <li>• Autonomies and Accountability <ul style="list-style-type: none"> <li>○ Review Autonomies and Accountability Policy document</li> <li>○ Review Governance Structures sample</li> </ul> </li> <li>• Review Draft Timeline for Small Schools Transition</li> <li>• Working Time for Design Team Representatives <ul style="list-style-type: none"> <li>○ Plan and organize for completion of Narrative, PD Plan, Branding, and Communication Plan</li> <li>○ Draft copy of Communication Plan due today.</li> </ul> </li> </ul>	
<b>December</b>	<p><b>December 9, 2009</b></p> <ul style="list-style-type: none"> <li>• Brief Branding Committee Update</li> <li>• Review of Design Team SMART Goals</li> <li>• Ratify Autonomy and Accountability Documents</li> <li>• Sorting Small School Commonalities and Differences <ul style="list-style-type: none"> <li>○ Proposed Campus-wide Council</li> </ul> </li> <li>• Small Schools Principal Hiring <ul style="list-style-type: none"> <li>○ Job Description</li> <li>○ Hiring Process</li> </ul> </li> <li>• Strategic Design: Budget and Staffing <ul style="list-style-type: none"> <li>○ Strategic Design Planning</li> <li>○ High-Level Budget Development</li> <li>○ RHS Current and Future Staffing</li> </ul> </li> </ul>	

### SSTT 2010 Agenda Overview

<b>Month</b>	<b>Agenda</b>	<b>Notes</b>
<b>January</b>	<ul style="list-style-type: none"> <li>• <b>Small School principal hiring and job description</b> <ul style="list-style-type: none"> <li>○ Articulate small schools hiring process</li> </ul> </li> <li>• <b>Finalize areas of commonality (COMPLEX)</b> <ul style="list-style-type: none"> <li>○ Determine complex-wide budget needs</li> <li>○ Review personnel staffing (complex)</li> <li>○ Complex budget and operation needs</li> <li>○ Role of complex-wide principal</li> </ul> </li> <li>• <b>Master Schedule</b> <ul style="list-style-type: none"> <li>○ A-G focus</li> <li>○ Considers complex concerns (global courses, athletics)</li> <li>○ Time for teacher collaboration</li> </ul> </li> <li>• <b>8<sup>th</sup> grade student Outreach</b> <ul style="list-style-type: none"> <li>○ Develop Plan</li> </ul> </li> </ul>	<p><b>Updates:</b></p> <ul style="list-style-type: none"> <li>• Viable school size</li> <li>• QUIA funding</li> <li>• Complex wide principal?</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• <b>Determine Bell Schedule</b></li> <li>• <b>Establish Complex Wide Expectations</b> <ul style="list-style-type: none"> <li>○ Student Behavior</li> <li>○ Dress Code</li> <li>○ Safety Procedures</li> </ul> </li> <li>• <b>Master Schedule</b> <ul style="list-style-type: none"> <li>○ ELL/ELD</li> <li>○ Students with Disabilities</li> </ul> </li> <li>• <b>Categorical Programs</b> <ul style="list-style-type: none"> <li>○ SSC/CEAC/ELAC for each small school</li> </ul> </li> <li>• <b>Small School Student Assignment</b></li> <li>• <b>Develop Complex 2009-2010 School Calendar</b></li> </ul>	<p><b>Updates:</b></p> <ul style="list-style-type: none"> <li>• Small School Budget Updates</li> <li>• CDS Code Progress</li> <li>• WASC</li> <li>• Branding/Logo</li> </ul>

<b>Month</b>	<b>Agenda</b>	<b>Notes</b>
<b>March</b>	<ul style="list-style-type: none"> <li>● <b>Review and Finalize Small School Expectations</b> <ul style="list-style-type: none"> <li>○ Policies (Tardy, discipline, attendance, dress code, etc)</li> <li>○ Extracurricular Activities</li> <li>○ Small School Calendar</li> <li>○ Etc.</li> </ul> </li> <li>● <b>Develop Policy around Teacher and Student Reassignment</b></li> <li>● <b>Define student admissions process</b></li> <li>● <b>Continued work on Master Schedule</b></li> <li>● <b>Continued work on Budget</b></li> </ul>	<p><b>Updates:</b></p> <ul style="list-style-type: none"> <li>● Small School Principal Hiring</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>● <b>Small School Intervention Strategies and Structures</b> <ul style="list-style-type: none"> <li>○ Identification of Students</li> <li>○ In-School Intervention</li> <li>○ After-School or Saturday Intervention</li> </ul> </li> <li>● <b>Instructional Plan for needs of Subgroups</b> <ul style="list-style-type: none"> <li>○ ELL</li> <li>○ Special Education</li> <li>○ SES</li> </ul> </li> <li>● <b>Complex &amp; Small School Governance</b> <ul style="list-style-type: none"> <li>○ Finalize structures</li> <li>○ Finalize representatives</li> <li>○ Finalize voting process</li> </ul> </li> </ul>	<p><b>Updates:</b></p> <ul style="list-style-type: none"> <li>● Small School Principal Hiring</li> <li>● CDS Code Progress</li> </ul>

<b>Month</b>	<b>Agenda</b>	<b>Notes</b>
<b>June</b>	<p><b>RETREAT – DAY 1</b></p> <ul style="list-style-type: none"> <li>• <b>Small School Evidence of Student Learning</b> <ul style="list-style-type: none"> <li>○ Explore service learning, internships, community-based learning activities</li> <li>○ Develop performance assessment system, student exhibitions, portfolios</li> </ul> </li> <li>• <b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>○ Plan small school parent, student, and community activities</li> </ul> </li> </ul> <p><b>RETREAT – DAY 2</b></p> <ul style="list-style-type: none"> <li>• <b>Revisit 2009-2010 SMART Goals</b></li> <li>• <b>Design 2010-2011 SMART Goals (to be revised in August)</b></li> </ul>	

## **Phase One (Due December 18, 2009)**

### **2.0 School Overview**

- Describe the RHS small school vision, mission, philosophy, and theme and/ or career pathways.
- Describe a day in the life of a student (Please describe a day in the life for a freshman and senior student, as well as a teacher, principal and/or other key site personnel).

### **2.1 Equity**

- How will you ensure that all students achieve at high levels and receive a challenging, relevant curriculum?
- How would you build a college-going culture for all every student regardless of background?
- How will curriculum address the needs of subgroups? (ELL, Special Education, Gifted, etc.)

### **2.2 Powerful Teaching and Learning**

- Describe your school's instructional philosophy.
- Describe how/whether active inquiry, in-depth learning, authentic learning and clearly stated outcomes will be used to improve student learning, ensuring rigor and relevance.
- How will your school ensure that all students will successfully complete A-G requirements?
- What community and work based learning opportunities will be provided to students?
- Describe how will you use professional learning communities and SMART goals to gauge the progress teachers and students are making toward achieving the school's academic goals?

### **2.3 Professional Development**

- Describe the professional development focus(i) that will be the foundation for your small school and how it will contribute to improving student achievement.
- Describe how you will create and support time for teacher collaboration.

### **2.4 Personalization**

- What is your small school's definition of personalization and student engagement?
- Describe your plans for implementing any or all of the following: Differentiated Instruction, Service Learning, Internships, Career-Related Learning Experiences, Project-Based Learning, Personal Learning Plans and Advisories.
- How will student voice be elicited and valued, contributing to the development of culture at the school?
- What is your small school's definition of personalization and student engagement?

### **2.5 Academic Rigor**

- Describe how you will establish academic expectations for all students.
- What are your proposed intervention strategies and structures for addressing student deficits?
- How will you provide for students who fail core classes?

### **2.6 Assessment and Evaluation**

- Describe how you will use multiple forms of assessment to improve student learning?
- Describe the role of formative and summative assessment in your school?
- Describe how your school will use data to inform instruction and address the learning needs of all students?
- How will you track student progress towards college?
- How will the school assess and address the academic needs and school expectations of incoming 9th graders? (ex. SummerBridge, transition programs, advisories, peer mentors, etc.)

### **2.7 Governance**

- What governance structures will be used to create a culture of shared leadership and decision making focused on high student performance?
- What is the proposed shared leadership structure? Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school (e.g., governing school council, principal, leadership team, interdisciplinary teams). Describe the process for gaining faculty input into decisions.
- Describe the role and composition of the Small School Site Council
- Describe the Small School Site Council's process for annually evaluating overall school performance.
- How will the Small School Site Council oversee the budget to ensure that resources are aligned with student learning needs?
- Describe the process by which policies such as grade-level promotion, discipline, and attendance will be decided.

## **Phase Two (Due February 26, 2009)**

### **2.8 Student Support**

- How will you ensure a safe and civil school that exemplifies respect and decency?
- How will you build in students an appreciation of diversity, civic participation, and conflict resolution?
- How will you provide access to social support and health services (e.g., nursing, counseling, truancy)? What is your small school discipline plan and how does it support complex-wide policy?
- How will you utilize Capturing Kids Hearts strategies in your classroom and school to help address conflicts when they arise?

### **2.9 Family and Community Engagement**

- What will family engagement look like in your school? How will families be involved in their child's education and how will you utilize that to maintain a safe and civil school?
- What will community engagement look like at your school? Which organizations will be involved? How will community organizations be involved in providing support to your school? What strategies will be used to engage community organizations? What strategies will be used to engage parents and families?
- What role with parents and families play in supporting student achievement?
- List examples of parent events and activities that you would want your school to host in the future.

### **2.10 School Organization and Staffing**

- How will you use staffing to create optimal learning cultures for students?
- What is the proposed staffing plan for the school as opportunities arise?
- How will your school address the diverse learning needs of students to ensure quality instruction for every student regardless of education and social background? Specifically state the services for special education students, English Language Learners, and Gifted and Talented students.
- Describe how the professional growth and evaluation process for administrators, teachers and staff is aligned with student achievement

### **2.11 Schedule**

- Describe the school calendar and daily schedule for both faculty and students.
- How will you use scheduling to maximize collaborative planning and professional development time for faculty as well as learning time for students?
- How will students and faculty be grouped for instruction (looping, teaming, grouping, multi- aged, cohorts, etc.)?
- What are your target class sizes and teacher-student loads?
- How will intervention be built into the school day and the school calendar?
- How much autonomy will be proved in this area?
- How will your calendar and schedule align with your instructional philosophy?
- How will your schedule incorporate time for advisement/mentoring?

### **2.12 Budget**

- How will the school use the budget to maximize student performance and a professional collaborative learning community?
- What will be the process for developing the annual school budget, ensuring maximum input?
- How will your budgetary decisions realize your small school vision?
- How will the budget decisions be communicated with stakeholders?
- How will parents be involved in overseeing the budget?

## **Narrative Timeline and Process**

<b>Date</b>	<b>Action</b>
December 18, 2009	First draft of Narrative: Phase I due.
January 11, 2010	Written feedback for Phase I narrative
Week of January 18, 2010	Design Team feedback sessions
February 26, 2010	First draft of Narrative: Phase II due.
March 18, 2010	Written feedback for Phase II narrative
Week of March 22, 2010	Design Team feedback sessions.
April 9, 2010	Final draft of Narrative due.
April 16, 2010	Final approval notification.

**ROOSEVELT HIGH SCHOOL**  
2009 - 2010

**TASK PLANNING**

- 1.0 Small School Design Narrative
- 2.0 School Operations and Policy Development (Student Assignment, Master Schedule)
- 3.0 Curriculum, Instruction, and Assessment
- 4.0 Parent, Student, and Community Engagement
- 5.0 Budget and Staffing Considerations
- 6.0 Governance
- 7.0 Benchmarks, Evaluation, and Documentation



## ROOSEVELT HS REDESIGN

	TASK	PERSON/S RESPONSIBLE	COMPLETED/DATE	NOTES
<b>1.0</b>	<b>Small School Design Narrative</b>			
1.1	Finalize small school vision, mission, philosophy, and theme and/ or career pathways.	Design Team	November 2009	
1.2	Articulate school's instructional philosophy.	Design Team	November 2009	
1.3	<i>Submit Phase I of Small School Narrative on Dec. 18 (first draft).</i>	Design Team	December 2009	
1.4	Finalize branding and logo creation.	Design Team	December 2009	
1.5	<i>Written feedback to Phase I Narrative Drafts provided by January 11, 2010.</i>	Design Team	January 2010	
1.6	<i>Design Team feedback sessions week of January 18, 2010.</i>	Design Team	January 2010	
1.4	<i>Submit Phase II of Small School Narrative by Feb. 26 (first draft).</i>	Design Team	February 2010	
1.5	<i>Written Feedback for Phase II Narrative by March 18, 2009.</i>	Design Team	March 2010	
1.6	<i>Design Team Feedback sessions week of March 22, 2010.</i>	Design Team	March 2010	
1.7	<i>Submit Final Narrative by April 9, 2009.</i>	Design Team	April 2010	
1.8	<i>Final approval notification by April 16, 2010.</i>	Design Team	April 2010	
<b>2.0</b>	<b>School Operations and Policy Development (Student Assignment, Master Schedule)</b>			
2.1	Finalize areas of commonality amongst each school and complex- wide.	SSTT	January 2010	

## RHS High School Redesign Initiative

	<b>TASK</b>	<b>PERSON/S RESPONSIBLE</b>	<b>COMPLETED/DATE</b>	<b>NOTES</b>
2.2	Determine viable school size.	SSTT	January 2010	
2.3	Determine the relationship between magnet school and small schools.	SSTT	January 2010	
2.4	Finalize small school principal hiring process.	SSTT	January 2010	
2.5	Develop bell schedule for the 2010 – 2011 school year.	SSTT	January 2010	
2.6	Resolve ELL and ELD areas of concerns.	SSTT	January 2010	
2.7	Develop a master schedule that assures A-G requirements, considers complex- wide courses, and includes time for teacher collaboration.	Design Team	January 2010	
2.8	Address how students with disabilities will be programmed.	Design Team	January 2010	
2.9	Establish small school and complex-wide student behavior expectations, including dress code and safety procedures.	SSTT	February 2010	
2.10	Draft school calendar for the 2010 – 2011 school year.	Design Team	February 2010	
2.11	Finalize space questions.	SSTT	March 2010	
2.12	Review and finalize small school polices (tardy, discipline, attendance, dress code, etc.).	Design Team	March 2010	
2.13	Provide small school student schedules.	Design Team	June 2010	

## RHS High School Redesign Initiative

	TASK	PERSON/S RESPONSIBLE	COMPLETED/DATE	NOTES
<b>3.0</b>	<b>Curriculum, Instruction, and Assessment</b>			
3.1	Add potential course offerings that aren't currently offered at A-G	Design Team	January 2010	
3.2	Plan small school intervention strategies and structures for advancing student performance for 2010-2011 school year.	Design Team	April 2010	
3.3	Develop an instructional plan to address the needs of subgroups (ELL, Special Education, Gifted, etc.)	Design Team	April 2010	
3.5	Finalize 2010-2011 testing schedule (decide – Complex or DT?)	Design Team	May 2010	
3.6	Begin development of performance assessment system, student exhibitions, and graduation portfolio.	Design Team	May 2010	
3.7	Participate in small school staff retreats and professional development activities.	Design Team	July 2010	
<b>4.0</b>	<b>Parent, Student, and Community Engagement</b>			
4.1	Develop outreach plan for small school partnerships.	Design Team	November 2009	
4.2	Define personalization and student engagement for small school.	SSTT	December 2009	
4.3	Develop plan for 8 <sup>th</sup> grade student outreach (Define choice, process)	SSTT	December 2009	

	<b>TASK</b>	<b>PERSON/S RESPONSIBLE</b>	<b>COMPLETED/DATE</b>	<b>NOTES</b>
4.4	Begin student recruitment and outreach	Design Team	January 2010	
4.5	Review small school student assignment (Choice and Process)	SSTT	February 2010	
4.6	Plan small school extracurricular activities for 2010-2011 school year.	SSTT	March 2010	
4.7	Define student admissions process.	SSTT	March 2009	
4.8	Explore service learning, internships, community-based learning activities.	Design Team	May 2010	
4.9	Focus on family and community engagement.	SSTT	June 2010	
4.10	Plan and host small school parent, student, and community activities in preparation for the 2010-2011 school year.	SSTT	June 2010	
4.11	Host small school student orientations and family events.	Design Team	August 2010	
4.12	Develop small school Instructional Landscaping and Instructional Rounds schedule.	Design Team	August 2010	

## RHS High School Redesign Initiative

	TASK	PERSON/S RESPONSIBLE	COMPLETED/DATE	NOTES
<b>5.0</b>	<b>Budget and Staffing Considerations</b>			
5.1	Review non-classroom personnel staffing.	SSTT	December 2009	
5.2	Review small school principal hiring plan.	SSTT	December 2009	
5.3	Determine complex- wide budget and operation needs.	SSTT	December 2009	
5.4	Resolve concerns pertaining to QEIA funding.	SSTT	January 2010	
5.5	Continue to develop small school budget and capacity building plan.	SSTT	February 2010	
5.6	Develop policy governing student, teacher, and classified small school reassignment.	SSTT	February 2010	
5.7	Selection/hiring of small school principals	Design Team	February 2010	
5.8	Review current allocation of classified staff.	SSTT	March 2010	
5.9	Budget allocation (\$\$ to small schools).	SSTT	March 2010	
5.10	Align SPSA with budget process	SSTT	March 2010	
<b>6.0</b>	<b>Governance</b>			
6.1	Finalize autonomies for small schools.	SSTT	December 2009	
6.2	Define roles of principals	SSTT	December 2009	
6.3	Determine the relationship between magnet school and small schools.	SSTT	December 2009	
6.4	Create small school and complex-wide governance structures to ensure a culture of shared leadership and decision making.	SSTT	December 2009	

6.5	Define role of complex-wide principal.	SSTT	January 2010	
6.6	Review SSC, CEAC, ELAC, Special Education roles for each small school.	SSTT	February 2010	
6.7	Articulate small school hiring process.	SSTT	March 2010	
6.8	Finalize election process of small school governance representatives.	SSTT	April 2010	
6.9	Finalize small school principals hire.	Design Team	May 2010	

## RHS High School Redesign Initiative

	<b>TASK</b>	<b>PERSON/S RESPONSIBLE</b>	<b>COMPLETED/DATE</b>	<b>NOTES</b>
<b>7.0</b>	<b>Benchmarks, Evaluation, and Documentation</b>			
7.1	Develop small school communication plan, including messaging to all stakeholders.	SSTT	November 2009	
7.2	Update progress on acquisition of CDS codes for each small school.	SSTT	February 2010	
7.3	Design a plan to move forward with WASC.	SSTT	February 2010	
7.4	Develop expectations and benchmarks for the creation of a culture of college and career-readiness.	SSTT	March 2010	
7.5	Prepare for state assessments (by Design Team, 2009-2010 school year).	Design Team	March 2010	
7.6	Determination of safe school plan for 2010 (and decide whether it will be small school-based or complex wide)	SSTT	April 2010	
7.7	Develop SMART Goals to guide 2010-2011 school year.	Design Team	July 2010	

## Small Schools Planning Timeline

	<b>SSTT</b>	<b>DESIGN TEAM</b>
<b>November 2009</b>	<ul style="list-style-type: none"> <li>• Develop small school communication plan, including messaging to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize small school vision, mission, philosophy, and theme and/ or career pathways.</li> <li>• Articulate school’s instructional philosophy.</li> <li>• Develop outreach plan for small school partnerships.</li> </ul>
<b>December 2009</b>	<ul style="list-style-type: none"> <li>• Finalize autonomies for small schools.</li> <li>• Define roles of principals</li> <li>• Determine the relationship between magnet school and small schools.</li> <li>• Define personalization and student engagement for small school.</li> <li>• Review non-classroom personnel staffing.</li> <li>• Develop plan for 8<sup>th</sup> grade student outreach (Define choice, process)</li> <li>• Review small school principal hiring plan.</li> <li>• Determine complex- wide budget and operation needs.</li> <li>• Create small school and complex- wide governance structures to ensure a culture of shared leadership and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Submit Phase I of Small School Narrative on Dec. 18 (first draft).</i></li> <li>• Finalize branding and logo creation.</li> <li>•</li> </ul>

<p style="text-align: center;"><b>January 2010</b></p>	<ul style="list-style-type: none"> <li>• Finalize areas of commonality amongst each school and complex-wide.</li> <li>• Determine viable school size.</li> <li>• Resolve concerns pertaining to QEIA funding.</li> <li>• Determine the relationship between magnet school and small schools.</li> <li>• Define role of complex-wide principal.</li> <li>• Finalize small school principal hiring process.</li> <li>• Develop bell schedule for the 2010 – 2011 school year.</li> <li>• Resolve ELL and ELD areas of concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Written feedback to Phase I Narrative Drafts provided by January 11, 2010.</i></li> <li>• <i>Design Team feedback sessions week of January 18, 2010.</i></li> <li>• Develop a master schedule that assures A-G requirements, considers complex- wide courses, and includes time for teacher collaboration.</li> <li>• Address how students with disabilities will be programmed.</li> <li>• Begin student recruitment and outreach</li> <li>• Add potential course offerings that aren't currently offered at A-G</li> </ul>
<p style="text-align: center;"><b>February 2010</b></p>	<ul style="list-style-type: none"> <li>• Establish small school and complex-wide student behavior expectations, including dress code and safety procedures.</li> <li>• Continue to develop small school budget and capacity building plan.</li> <li>• Review SSC, CEAC, ELAC, Special Education roles for each small school.</li> <li>• Update progress on acquisition of CDS codes for each small school.</li> <li>• Design a plan to move forward with WASC.</li> <li>• Review small school student assignment (Choice and Process)</li> <li>• Develop policy governing student, teacher, and classified small school reassignment.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Submit Phase II of Small School Narrative by Feb. 26 (first draft).</i></li> <li>• Draft school calendar for the 2010 – 2011 school year.</li> <li>• Selection/hiring of small school principals</li> </ul>

<p style="text-align: center;"><b>March 2010</b></p>	<ul style="list-style-type: none"> <li>• Develop expectations and benchmarks for the creation of a culture of college and career-readiness.</li> <li>• Review current allocation of classified staff.</li> <li>• Plan small school extracurricular activities for 2010-2011 school year.</li> <li>• Articulate small school hiring process.</li> <li>• Define student admissions process.</li> <li>• Budget allocation (\$\$ to small schools).</li> <li>• Align SPSA with budget process</li> <li>• Finalize space questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Written Feedback for Phase II Narrative by March 18, 2009.</i></li> <li>• <i>Design Team Feedback sessions week of March 22, 2010.</i></li> <li>• Review and finalize small school polices (tardy, discipline, attendance, dress code, etc.).</li> <li>• Prepare for state assessments (by Design Team, 2009-2010 school year).</li> <li>•</li> </ul>
<p style="text-align: center;"><b>April 2010</b></p>	<ul style="list-style-type: none"> <li>• Determination of safe school plan for 2010 (and decide whether it will be small school-based or complex wide)</li> <li>• Finalize election process of small school governance representatives.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Submit Final Narrative by April 9, 2009.</i></li> <li>• <i>Final approval notification by April 16, 2010.</i></li> <li>• Plan small school intervention strategies and structures for advancing student performance for 2010-2011 school year.</li> <li>• Develop an instructional plan to address the needs of subgroups (ELL, Special Education, Gifted, etc.)</li> </ul>
<p style="text-align: center;"><b>May 2010</b></p>	<p>No meeting due to CST testing schedule.</p>	<ul style="list-style-type: none"> <li>• Explore service learning, internships, community-based learning activities.</li> <li>• Begin development of performance assessment system, student exhibitions, and graduation portfolio.</li> <li>• Finalize small school principals hire.</li> <li>• Finalize 2010-2011 testing schedule (decide – Complex or DT?)</li> </ul>
<p style="text-align: center;"><b>June 2010</b></p>	<ul style="list-style-type: none"> <li>• Focus on family and community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and host small school parent, student, and community activities in preparation for the 2010-2011 school year.</li> <li>• Provide small school student schedules.</li> </ul>

<p style="text-align: center;"><b>July 2010</b></p>		<ul style="list-style-type: none"> <li>• Develop SMART Goals to guide 2010-2011 school year.</li> <li>• Participate in small school staff retreats and professional development activities.</li> </ul>
<p style="text-align: center;"><b>August 2010</b></p>		<ul style="list-style-type: none"> <li>• Host small school student orientations and family events.</li> <li>• Develop small school Instructional Landscaping and Instructional Rounds schedule.</li> <li>•</li> </ul>

# Appendix 12b

**SMALL SCHOOLS AUTONOMY AND ACCOUNTABILITY**

The Partnership for Los Angeles Schools has established small schools as a cornerstone of our high school reform strategy. This document outlines how our small schools will utilize autonomy and accountability.

A guiding principle for the Partnership for Los Angeles Schools is the belief that local empowerment of small independent and autonomous schools will improve teaching and learning. Autonomy requires that resource allocation and decision-making occur at the school level so that all stakeholders, including leadership, staff, students and parents, are to make the necessary decisions to heighten student achievement. Autonomy and accountability are necessities in order for meaningful change, such as eliminating the achievement gap and supporting high-level student performance, to exist within each small school. Evidence strongly suggests that schools are more likely to create the conditions that lead to the improvement of teaching and learning when they are given greater local empowerment over resources. Autonomy serves as a significant factor in facilitating the improvement of teaching and learning, however, one should be mindful that increased autonomy is not the goal in itself.

## AUTONOMY

*Areas of small school governing autonomy in Partnership for Los Angeles Schools are as follows:*

- **Mission and Vision:** Small schools establish the purpose of their school (mission) and define their desired state (vision) as related to student learning targets.
- **Staff Responsibilities:** Small schools outline and define the role and responsibilities of all adults working on the campus (consistent with labor contracts). These will be reviewed on an annual basis by the school leadership team.
- **Budget:** School budgets will be determined based on a per-pupil funding model. Small Schools and their School Site Council will have discretion in aligning resource allocation to the best programs and services for their students and families. Small Schools will be expected to collaborate with a complex-wide council in determining shared resources.
- **School Rules:** Small schools create a set of expectations, along with rewards and consequences, to help maintain a standard of conduct and promote an atmosphere of fairness. Small schools will be expected to develop school safety plans, in collaboration with a campus-wide council, that adhere to the standard practice of secure and safe campuses.
- **Master Schedule/Bell Schedule:**
  - Small schools create a master schedule that complies with A-G and graduation requirements for every student and is aligned with complex-wide agreements, California Education Code requirements and incorporates collaborative planning time for teachers.
  - Each small school will offer opportunities for intervention and learning support for students.
  - The effective use of instructional time is essential for maximizing student learning. Small schools will have the flexibility of using their daily time in a way that respects other small schools and their classrooms.
- **Curriculum, Instruction, and Assessment:** Small schools will have the responsibility to structure their curriculum and assessment practices to best meet student learning needs and targets. Small schools will develop authentic performance-based assessments such as portfolios and senior exhibitions aligned with national and state standards. Schools are given the flexibility to best determine a school-based curriculum and assessment practices that will prepare students for state assessments and postsecondary college and career experiences.
- **School Space:** Small schools will determine how allocated classroom and office space will be utilized.
- **Professional Development:** Small schools will design a professional development plan that supports their mission, vision, curriculum and instruction as determined by student need.
- **Governance:** Small schools will be expected to create collaborative decision-making governance structure with authority over budget approval and setting of school policies.
  - Small schools have direct influence, in collaboration with the Partnership for Los Angeles Schools and Complex-wide principal to select:
    - \* Instructional and support staff
    - \* Parent leadership team
    - \* Student government and leadership
- **Hiring:** Small schools will create a hiring committee composed of multiple stakeholders to hire teachers and classified staff in accordance with local bargaining agreements.
  - Small school administrators, including principals and possible assistant principals, will be hired by a team that includes all representatives from all stakeholder groups, including the Partnership for Los Angeles Schools.

## ACCOUNTABILITY

In many organizations, both public and private, accountability has traditionally been seen as a grab bag of techniques for praising, shaming, or threatening employees in order to motivate effort (Hill, 2009). How do we begin to think differently about the way we examine evidence, take responsibility and build ownership of student performance? School accountability allows schools to maintain their school vision, to assure commitment to their vision and mission, and conduct school reviews and construct school improvement plans to address their gaps.

In redesigned high schools, successful small schools establish a process of setting and communicating high expectations for all students and develop a path for high achievement for each individual student. Members of effective schools routinely explore the questions, “How are we doing?” and “How can we improve?”

The following are the Partnership for Los Angeles Schools’ guiding principles regarding small school accountability. Each small school within the Partnership will:

- Accelerate student achievement.
- Establish high expectations for every student.
- Make the work of teaching and learning public.
- Will establish a culture of collaboration that achieves high student performance. Teachers will be expected to collaborate in the following areas:
  - Student performance review
  - School improvement planning.
  - Curriculum, Instruction, and Assessment
  - School policies and procedures
- Utilize multiple measurements to analyze school performance, such as portfolios, performance, public presentation, research and analysis, written reports, state and local assessments based on agreed-upon benchmarks. Each small school will participate in annual internal and external evaluation that includes self-examination, reflection, and assessment.
- Engage in quality educational practices that lead to high student achievement based on the Partnership for Los Angeles Schools’ instructional framework.

## **Mechanisms for measuring school accountability:**

- Submit a small school portfolio based on agreed upon benchmarks.
  - *Selected items would include:*

### **Annual Overview**

- \* Proficiency rates and annual gains (CST, CAHSEE)
- \* Survey and Interview results (students, staff, parents)

### **Student Focus**

- \* Standardized-test scores
- \* A-G completion rates and progress for all students
- \* Transcripts
- \* Student retention
- \* College entrance exam scores
- \* Postsecondary enrollment records
- \* Senior Project
- \* Student Exhibitions
- \* Student Portfolios

### **Instructional Focus**

- \* Professional development plan
- \* Personnel evaluations and professional growth plans
- \* Instructional Rounds and Landscaping
- \* Classroom observation notes regarding instructional practice
- \* Student work samples

### **Operational Focus**

- \* Enrollment and Attendance records
- \* Discipline records including suspension rates
- \* Agendas of meetings focused on student achievement
- \* Budgets annotated to indicate ongoing and new investments in student Learning

- Completion of self study (WASC – three or six year visits), state and local assessments.
- External small school reviews conducted by the Partnership for Los Angeles Schools in collaboration with small school governing teams. The external review will examine the small school portfolio, examine areas of strengths and concerns, and will result in an annual action plan mutually constructed with the small school site council, small school principal, and the Partnership of Los Angeles Schools.

# Appendix 12c

## **PROPOSED Campus-Wide Operations Council**

Given the coexistence on the Roosevelt High School campus, the level of collaboration between schools will require a structure/forum that provides an avenue to resolve campus-wide questions or issues. Therefore, we envision the need to organize *By-Laws and Agreements Held-in-Common* through an Operations Council to address issues that involve each school. The Operations Council will serve as a forum for problem solving, collaboration, and the sharing of agreed upon resources between each small school. The Operations Council oversees the needs of the building, security, maintenance, custodial demands, space allocation, and joint activities such as sporting events, concerts, plays, assemblies, library, and future plans.

Each school's administrative lead and a small school representative will serve on the Council, which will meet at least monthly.

A member of the Council selected on a rotating basis by the Council facilitates the Operations Council meetings. Each member will be responsible for the implementation of its decisions and communicates on a regular basis with their small school staff members, the head custodial, athletic director, food services, and security staff.

# Appendix 12d

# **The Partnership for Los Angeles Schools**

## **Guiding Principals for Small Schools**

*All high school students will experience transformative teaching and learning, allowing them to build a foundation for academic excellence and personal success.*

### **Distributed Leadership**

- Teachers and small school administrator build a collaborative community in which to improve instructional practice and student learning.
- Staffing plan aligned with student needs, ensuring quality instruction for all students.
- Site-developed evaluation process for teachers.
- School-site recruitment and selection of staff and leadership in partnership with all stakeholders.
- Governance structure creates a culture of shared leadership and decision-making focused on high student performance.
- Stakeholders have input into decisions through the involvement of administrators, teacher leaders, classified employees, parents and students in school governance and advisory groups.
- School committees involving stakeholders in determining promotion, discipline, attendance, and other policies.
- School leaders continuously focus on improved performance management through revision of school processes and structures.

### **Personalization**

- Each student is known well, respected, and appreciated.
- The school model exhibits a caring environment that is responsive to students' emotional and intellectual needs.
- Teachers are focused on student-centered, individualized instruction.
- The campus is a safe and secure place for student learning.
- Encouragement of student appreciation of diversity, civic participation, and conflict resolution.
- Student voice meaningfully incorporated into ongoing evolution of school community.
- Student personalization and engagement integrated into academic and nonacademic areas.
- Every student has an adult advocate and a personal plan for progress.

### **Focus on Curriculum, Instruction, and Assessment**

- Defined instructional philosophy created and shared by a sustainable professional learning community.
- High expectations are clearly communicated to all students. Every student is engaged in an ambitious, rigorous course of study and leave school prepared for post-secondary education and/or career.

## **Focus on Curriculum, Instruction, and Assessment (continued)**

- Shared belief that all students have the potential to meet grade-level academic standards and achieve success in career and college
- Enhanced instructional delivery of rigorous, culturally relevant, literacy-rich curriculum
- Continuity and coherence of curriculum across grade levels (9-12)
- Explicit plans to address the needs of English Language Learners, Special Education students, and Gifted and Talented students.
- Clear intervention plan for students who are performing below grade level.
- Professional learning communities continually exploring best practices for student achievement.
- Standards-based lesson design a key component of all professional development.
- Ongoing professional development that is targeted and research-based.
- Constructive peer feedback to improve individual and collective performance.
- Students are challenged to increase and apply knowledge, analyze information, produce quality work, make presentations, and think critically.

## **High Accountability**

- Responsible adults are creating the conditions in which students can succeed.
- Plan for closing and eliminating the achievement gap.
- Well-articulated philosophy on student assessment.
- Research-based practices and program evaluation help define what works.
- Formative and summative measures outlined.
- Data is used to drive decisions, target resources, and support instruction.
- Use of MyData or other comprehensive data utility for tracking and measuring progress.
- Plan to analyze data regularly to improve student learning.
- Clearly delineated budget that maximizes student performance and a professional collaborative learning community.
- Resources are equitably distributed to ensure success for *every* student, regardless of background.

## **Family and Community Involvement**

- Families are involved in their children's education; parents supporting student achievement.
- Specific strategies developed to engage parents and families academically.
- Parents and families will collaborate with teachers, counselors, and administrators.
- Community organizations meaningfully involved in school.
- Integration of community based social support and health services.
- Partnerships are developed with businesses and higher education to create authentic projects and opportunities for students.
- Students become responsible citizens through critical thinking, civic engagement, and an understanding of democracy.
- Family Action Teams will be established at each school site.

# Appendix 12e

### Small School Principal Hiring Process

The Partnership for Los Angeles Schools is committed to hiring the very best leadership for our schools. Our goal is to identify skilled and equipped instructional leaders with “gold standard” excellent operational and managerial skills. Our administrators must be dynamic with exceptional interpersonal skills. Each leader must have the collaborative skills to work with a shared governance mindset that is inclusive of teachers, support staff, parents, and students. The Partnership welcomes diverse candidates representing all races, backgrounds, ethnicities, genders, and religious affiliations.

Roosevelt High School small schools will open in fall of 2010. They are designed to support all students in meeting standards through positive ongoing relationships between staff and students, relevant and challenging curriculum, high expectations for student learning, and powerful instruction.

In selecting the Partnership’s small school leadership, the following protocol has been established:

- All small school administrative positions will be posted with multiple hiring agencies and organizations in the Partnership’s goal of hiring exceptional instructional leaders.
- The Superintendent of Instruction and Assistant Superintendents of Instruction will collect and screen all resumes for credentials and basic qualifications.
- Partnership staff will work with the school to develop small school principal selection committee and schedule interviews with candidates.
  - The target composition for each schools committee will be
    - 2- 3 Teachers
    - 1 Site administrator (*Complex-wide Principal*)
    - 1 Classified staff member
    - 1 Parent
    - 1 Student
    - The Assistant Superintendent of Instruction (Partnership staff person)
- The selection committees from each school will interview potential candidates. Members of the search committee from each school will receive the following before each session:
  - Recommended interview questions
  - Job Descriptions for the available positions
  - Candidate resumes
  - Score sheet for each candidate
- The selection committee will select 2-4 candidates as finalist based on their interview scores
- The final candidates from each school will be assessed by the Partnership Team on their instructional leadership capabilities through classroom observation (classroom observation may be simulated by a video) and instructional feedback.
- The final decision on candidates will be made by the Assistant Superintendent of Instruction based on the recommendations from the small school administrator search committee and a candidate’s performance in each stage of the interview process.

# Appendix 12f

PARTNERSHIP FOR LOS ANGELES SCHOOLS VARIOUS VACANCIES

**Minimum Requirements for administrative positions include:**

- California Administrative Credential
- Master's Degree
- Multicultural coursework - **Out of District candidates have one year to complete these requirements**

Check the District Website for employment updates @ [http://certificated.lausd.k12.ca.us/admin\\_vacancies](http://certificated.lausd.k12.ca.us/admin_vacancies)

**SECONDARY SMALL SCHOOL PRINCIPAL**

**Position Description and Responsibilities:**

The Partnership is seeking an accomplished educator to be a Small School Principal in a Partnership School who will serve in the capacity of instructional leader located on a high school complex. The Small School Principal will have responsibility for the performance of the school. This role will work in direct collaboration with the small schools governing team at the site and report directly to an Assistant Superintendent of Instruction and will be part of the organization's leadership team.

A Roosevelt small school principal is more than just a manager. The small schools leader will be a cornerstone upon which excellent schools are built, schools that will transform students' lives by creating educational opportunities for a brighter future. Small school leaders are those committed to lead with determination, integrity, and purpose; one who is passionate about student and school success, believes all students can excel academically, is an inspirational mentor for teachers, is a savvy community partner and parent relationship builder, and is committed to the core values and mission of the small school

**Experience requirement:**

Three years of successful full-time public school certificated service experience.

**Desirable Qualifications:**

Successful full-time public school certificated service experience, with no fewer than three years as a teacher.

**Salary Level:**

TBD

**One of several small schools located at the ROOSEVELT HIGH SCHOOL campus**

234 Mathews Street, Los Angeles, CA 90033

Roosevelt High School is located in Boyle Heights, a community that has great pride in their local high school. Their rich heritage is supported by an extensive alumni network and multigenerational families who live in the community and have attended the school. Roosevelt High School is currently a single track calendar school serving approximately 3700 students in grades 9 through 12, of whom 39% are English Learners. Each small school on the campus will serve an estimated range of 400-600 students with a central focus. Small schools governance structures are guided by a rich culture of collaboration and shared-decision making. Teachers, administrators, and parents have provided leadership and support for the design and implementation of the autonomous small schools at Roosevelt High School. Teachers have served as a key voice in small school implementation and decision-making in the creation of high performing small schools on the Roosevelt campus. They have served as part of a learning network for inquiry and for ideas to be exchanged as lessons have been learned in the implementation and transition to small schools.

### **Key Duties:**

- Serves in the role of site instructional leader.
- Creates a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible
- Works collaboratively with key stakeholders, including empowered teachers, and focuses people, time and money in a strategic manner leading to high student performance.
- Ensures that all students are on the pathway to take A-G course requirements for entry into a California State University.
- Sets high expectations for all students.
- Supervises, supports and evaluates performance of all assigned personnel, provides counseling and assistance as indicated; recommends appropriate action in cases of substandard performance; identifies and encourages individual teachers with leadership potential.
- Uses data to initiate and continue improvement in school and classroom practices and student achievement.
- Leads and directs the assignment of all pupils in such a way as to encourage optimal growth.
- Leads student learning and instructional practice by being in classrooms daily.
- Leads prevention and intervention strategies designed to support learning challenges for all students.
- Ensures that teachers have the appropriate tools, materials and resources to implement high quality instruction.
- Recognizes and encourages implementation of good instructional practices that motivate and increase student achievement.
- Understands the change process and have the leadership and facilitation skills to manage it effectively.
- Understands how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Uses and organizes time in innovative ways to meet the goals and objectives of school improvement.
- Continually learns and seeks out colleagues who keep them abreast of new research and proven practices.
- Makes parents partners in their student's education and create a structure for parent and educator collaboration.
- Plans, supervises, and directs the business operations of the school, including management of all assigned specially funded budgets.
- Acquires and use resources wisely.
- Ensures that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.
- Demonstrated instructional knowledge of meeting the needs of diverse learning (English Language Learners, Special Education Students, Gifted and Talented students)
- Create and sustain a safe and enriching school environment.

### **Qualifications:**

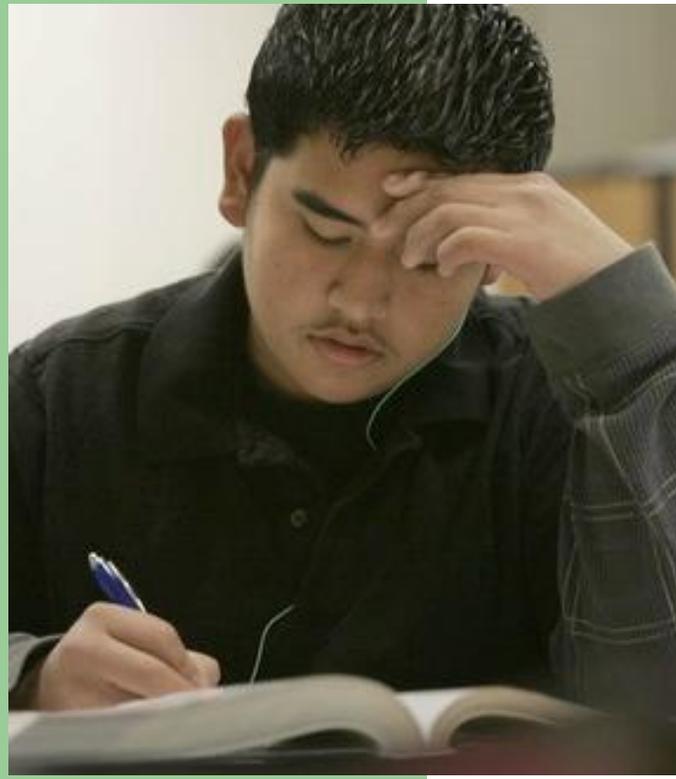
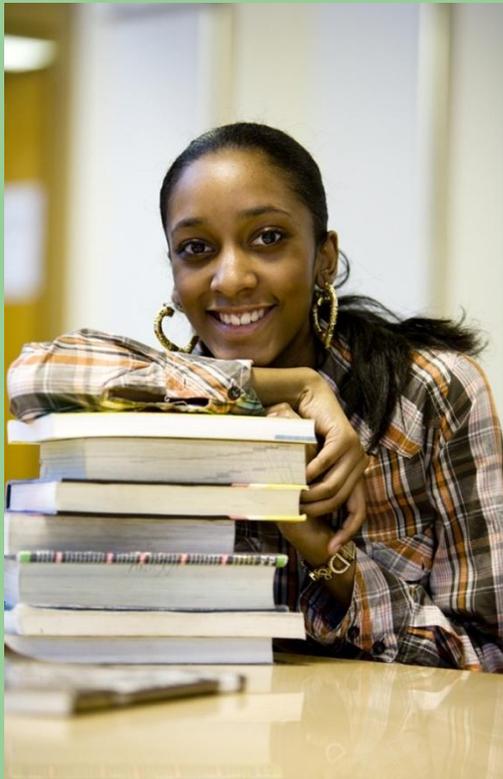
- Classroom and administrative experience, preferably in an urban environment.
- Experience managing complex schools and accelerating student performance.
- Passion for improving public education.
- Experience in strategic planning, implementation, and evaluation.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Excellent oral and written communication skills.
- Reflective and open to new ideas and diverse opinions.
- Spanish fluency a plus.

**FILING DEADLINE: TBD**

# Appendix 13



# Mayor's Office of Education, Youth, & Families (EYF) School Linkages Model



# Mayor's Office of Education, Youth, & Families (EYF) Departments

Libraries  
Recreation and Parks  
Cultural Affairs  
Aging  
Human Services  
Department on Disability

# Targeted Partnership for Los Angeles Schools\*



**Santee Education Complex**  
Downtown

**Gompers Middle School**  
South Los Angeles

**Markham Middle School**  
Watts

\*Schools with lowest test scores  
and greatest need of services

# School Needs

- **Gompers** – arts and cultural programming, social services programming for parents
- **Markham** – recreational activities and intramural sports, social services programming for parents
- **Santee** – library programming, programming dealing with teen issues and absenteeism

# EYF Goals

- Increase test scores, enhance in-school curriculum, teach life-skills and discipline, and provide engaging alternate activities for at-risk youth.
- Create outlets for physical activity, reduce obesity and stress, and encourage team work and camaraderie.
- Increase literacy and access to library resources for students, parents and the community.



### Department of Cultural Affairs

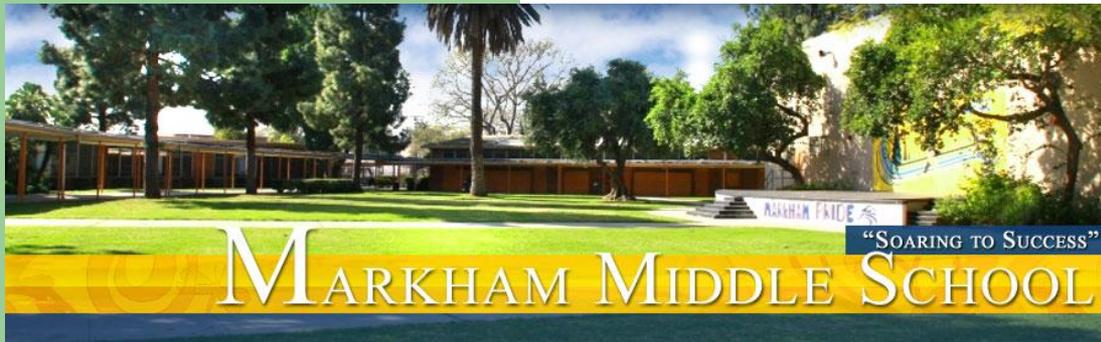
- Artist in Residence – artist on site each week to provide in-school or after school support and programming for students, teachers and parents
- Music LA – afterschool instruction 3 days a week in guitar, keyboard, and percussion (instruments provided)

### Other partners and resources

- Grammy Museum – workshops – buses provided
- Shakespeare at Gompers in October – 2 plays, one in English, one in Spanish, over 100 attendees at each
- Neighborhood Action Council - a student-led organizing body where the students address issues that are most pressing to them in order to improve their community. The NAC is funded by the SPA 6 Children's Council.
- UCLA students painted and landscaped

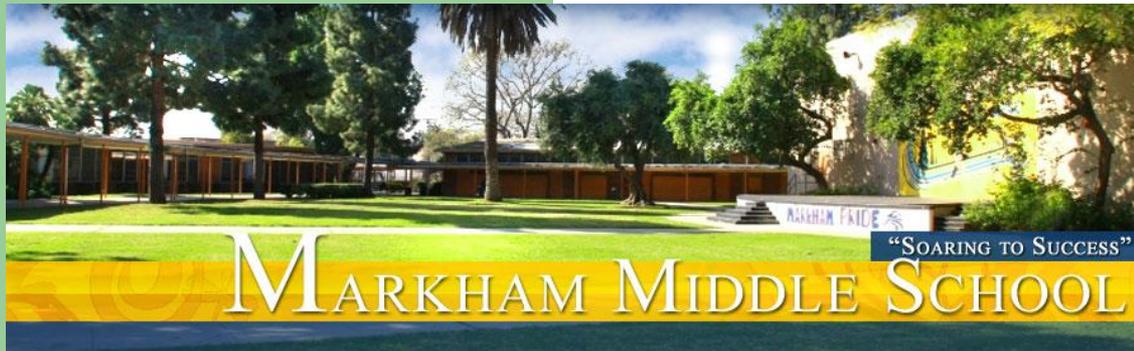
### In Progress

- Host visits to Griffith Observatory LA Zoo, Hansen Dam Recreational Area
- Revamp theater in the auditorium for future performances
- LA Works to establish a regular clean up



## Department of Recreation and Parks

- RAP provides character building, coaching, mentoring, leadership and guidance to youth 11-15 years old reaching 75-100 youth each day.
- RAP staff from Nickerson Gardens, Jordan Downs and Imperial Courts, launched a 4 day per week “Watts Character Building Program “during the lunch period.
- RAP provides 2 full time staff, 1 part time staff and 7 volunteers to organize diverse enrichment activities including: Flag football, Soccer, Basketball, Arts & Crafts, Drill Team, D.J. music sessions.
- During October & November RAP staff provided a “Lunch Period Intramural Sports Program” 2 days per week and an “After School Intramural Sports Program” 1 day per week.
  - During December RAP staff is transforming “Lunch Period Intramural Sports Program” into more comprehensive “After School Intramural Sports program” 3 days per week.
  - 54 youth participants from each housing development are divided into 6 teams per sport.
  - College themes representing Universities from the Pac 10 athletic conference were chosen bringing college awareness to youth.
  - Decreased number of confrontations among youth during lunch period.
  - October Stats show 60 % male participating and 40 % female participation reaching over 920 youth combined.
- RAP staff provided more than 200 swim suits (secured thru donations) to males and females from Markham PE class to use in the Ted Watkins Swim Program in October.



### Other partners and resources

- LA County Aquatic Foundation provided swim lessons in September and October
- Ready, Set, Gold – Gold medalists Evelyn Ashford (track sprinter) and Paul Gonzalez (boxer) will work with the students on goal-setting and physical fitness
- Housing Authority – all 3 sites will have enrichment programs on Professional Development Tuesdays
- DCFS social worker on campus

### In Progress

- Host visits to Griffith Observatory LA Zoo, Hansen Dam Recreational Area
- LA Probation Department – mandatory parenting classes on campus for parents of kids on probation, probation officer on campus



### Los Angeles Public Libraries

- LAPL librarians spoke to over 800 students about using library resources to succeed in school.
- Field Trips – over 140 Freshmen and Sophomores went to Junipero Serra Branch Library and Central Library this summer
- Live Homework Help – through LAPL’s website, students can get free one-on-one tutoring every day to help them with their homework. Free tutoring sessions averaged 25 minutes.
- Student Smart Program – free SAT test preparation and testing, study skills seminars, college workshops
- LAPL has and will provide Guest Speakers on campus – motivational speakers, gang prevention seminars

### In progress

- Title V workers at the library
- Library Card Program
- “Boys to Men”-tor Program – self-esteem activities, student/Mayor staff basketball game
- Foster Care Support – YWCA Job Corp/Housing
- SASSI Program for girls, no staff capabilities just yet

# Community Resource Fairs at Markham and Gompers

- Over 50 agencies attended each fair to provide a total of 400 families and youth with information on housing services, after school programs, kinship care services, counseling, legal services, and homeless services.
- Agencies: SHIELDS for Families, LA Public Libraries, GYRD, Department of Mental Health, Public Counsel, LAUSD Adult Division, U.S. Census

## Success Stories:

- A Gompers family was being evicted around the time of the fair and SHIELDS housed them in their apartments.
- Two Gompers families faced a crisis and their apartments were furnished with the support of SHIELDS.
- 10-15 mental health cases have been opened for families from Markham Middle School since the Markham fair.



# Department Of Aging

## Older Worker Training Program Title V

- Recreation and Parks Trainees – child care workers and custodians who help staff monitor recreation and park sites near schools

## Kinship Care

- Open house at Bradley Multipurpose Senior Center – Markham and Gompers students invite seniors they know. First one was in November, more being planned.

## In Progress

- Title V trainees at school site cafeterias
- Intergenerational Program - Oral History Projects
- Support Grandparents raising grandchildren – workshop in discussion
- Nutritional/Obesity Workshop at senior centers



# Human Services Department

## CCYF – Commission of Children Youth & Families

- Launched KidWatch school safety program at Markham and Gompers, creating a new model for middle schools
- Family Ambassadors Network (FAN) – a new program that encourages and rewards volunteerism and parent involvement in schools and city services

## In progress – programs pending from:

- Human Relations Commission
- Commission on the Status of Women
- Department on Disability



# Los Angeles County Partners

## Probation Department

- Probationers parent workshops at Markham

## Ted Watkins Recreation Center

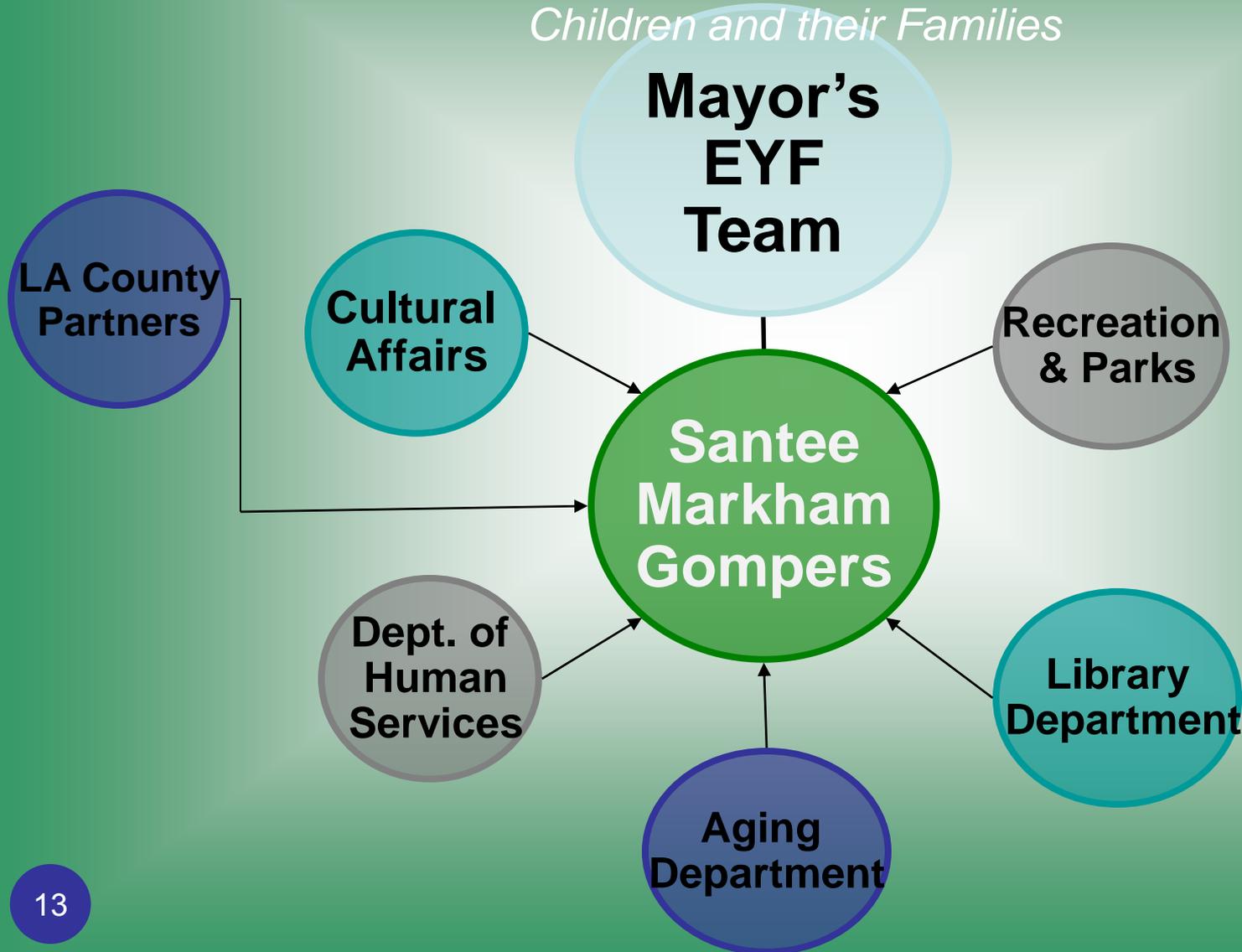
- Provide Markham with 2 more months of swimming lessons 6<sup>th</sup> period  
- walking school bus to pool
- Full use of computer lab

## Department of Children and Family Services

- Identify Services for Foster Parents within school
- Provide differential response, a needs-based support, to divert children from entering the foster care system.
- Prevention Initiative Demonstration Project – provide mental health services to all families who need help.

# EYF School Linkages Model

*Weaving a safety net of Resources for  
Children and their Families*



# Lessons Learned

- **Access to and in collaboration with schools/principals is critical**
- EYF acts as great catalyst to get things delivered; Watts area has been grossly underserved
- Model was done with existing budgets, departments reacted well to the challenge and clear direction
- Departments are now open to turning services towards school and using the schools as center for outreaching to parents and students
- Families need social services and they need them now

# Appendix 14

# Santee Educational Complex

## Discipline Matrix and Procedures

The following discipline guidelines will be used at the discretion of the school administration when decisions are made regarding individual incidents. These guidelines pertain to incidents which occur at school, going to or from school, during lunch period, and during or while going to or coming from a school sponsored- activity. Any discipline incident involving codes C & D: Site administration should contact the District Student Services Coordinator.

Education Code	Type of Incident	1st Consequence	2nd Consequence	3rd Consequence
48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. 48900(a)(2) Willfully used force or violence upon the person of another, except in self-defense	1. Threatened to injure another 2. Attempted to injure another 3. Caused serious injury to another 4. Involved in a fight 5. Endangered the physical safety of another	A, P, Y B, M, P, Y C, D, F, G, P, Q, R, Y A, M, P, Y B, M, P, Y	B, E, M, O, P, Y B, E, M, P, Y B, M, P, E, Y B, E, M, P, Y	C, D, F, G, P, Y C, D, F, G, P, Y C, D, H, P, F, Y C, D, F, G, P, Y
48900(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.	1. Possessed a dangerous object/knife 2. Furnished/sold dangerous object/knife 3. Brandished a knife 4. Possessed a gun 5. Brandished a gun	C, D, F, G, P, Q, R C, D, F, G, P, Q, R		
48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.	1. Possessed an alcoholic beverage 2. Possessed marijuana 3. Possessed marijuana with intent to sell 4. Possessed a controlled substance other than marijuana or alcohol 5. Used or been under the influence of an alcoholic beverage 6. Used or been under the influence of marijuana or other drug 7. Sold/furnished an alcoholic beverage 8. Sold/furnished marijuana/other drug	B, E, M, P, Q, R B, E, M, P, Q, R C, D, F, G, P, Q, R C, D, F, G, P, Q, R B, E, M, P, Q, R C, D, F, G, P, Q, R C, D, F, G, P, Q, R C, D, F, G, P, Q, R	C, F, P, R C, D, F, G, P, R C, F, P, R	C, D, F, H, P, R C, D, F, G, H, P, R
48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in chapter 2 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished materials and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	1. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code 2. Sold or furnished a material represented as a controlled substance, alcoholic beverage or intoxicant	B, D, E, G, M, P, Q, R B, E, M, P, Q, R	C, D, F, G, P, Q, R C, D, F, G, P, Q, R	

### LEGEND

A. Suspended 1-3 days

B. Suspended 3-5 days

C. Suspended 5 days

D. Extend suspension pending an expulsion hearing

E. Forfeit activities 4-9 wks and/or access to technology

F. Forfeit activities 10-18 wks and/or access to technology

G. Recommend expulsion

H. Recommend expulsion for willful disobedience

I. Restitution

J. Community Service

K. Work Detail assigned

L. Saturday School assigned

M. Behavior contract required

N. Detention

O. Parent/guardian attend school all day

P. Parent Conference

Q. Report incident to LAPD

R. File a Crime Report

S. Class suspension

T. Parent notified by mail

U. Referral to SART (School Attendance Review Team)

V. Referral to SARB (School Attendance Review Board)

W. Referral to the District Attorney's Office

X. SARB referral to Alternative Education

Y. Conflict resolution

Z. Intervention

# Santee Educational Complex

## Discipline Matrix and Procedures

48900(e) Committed or attempted to commit robbery or extortion.	1. <i>Robbery</i> 2. <i>Extortion</i>	C,E,I,J,M,P,Q,R C,D,F,G,I,P,Q,R	C,D,F,G,I,P,Q,R	
48900(f) Caused or attempted to cause damage to school property or private property.	1. <i>Attempted/Damaged school property</i> 2. <i>Attempted/Damaged private property</i>	B,E,I,J,M,P,Q,R B,E,J,M,P,Q,R	C,D,F,G,I,P,Q,R C,D,F,G,P,Q,R	
48900(g) Stolen or attempted to steal school property or private property.	1. <i>Attempted to steal school or private property</i> 2. <i>Stole school property</i> 3. <i>Stole private property</i>	A,P B,E,I,J,M,P,R B,E,J,M,P,R	B,M,P C,D,F,G,I,P,R C,D,F,G,P,R	
48900(h) Possessed or used tobacco or tobacco product such as cigarettes, cigars, snuff or chew.	1. <i>Possessed cigarettes/tobacco product/lighter</i> 2. <i>Used cigarettes/tobacco product/lighter</i>	K/N,T,Z A/K/N,T,Z	A,K(6hrs),N,P,Z T,Z	A,E,M,O,P B,E,P
48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity.	1. <i>Swearing/cursing at staff or other students</i> 2. <i>Engaged in an obscene act</i> 3. <i>Spitting at another person.</i>	A,B,K/N,P A,P A,J,K,N,T	B,E,M,P B,E,M,P B,J,K,T,P	C,F,O,P C,F,O,P C,J,K,O,P
48900(j) Unlawful possession or selling of drug paraphernalia.	1. <i>Possessed drug paraphernalia</i> 2. <i>Sold drug paraphernalia</i>	B,E,M,P C,D,F,G,P,Q,R	C,D,F,G,P	
48900(k) Disrupted school activities or willfully defied the valid authority of school staff.	1. <i>Disruptive behavior in class/campus</i> 2. <i>Overtly defiant behavior toward school rules and/or staff member</i> 3. <i>Passively defiant behavior toward school rules and/or staff member</i> 4. <i>Forged or altered school documents</i> 5. <i>Off campus without permission</i> 6. <i>Pulled/tampered with fire alarm</i> 7. <i>Possessed matches/lighter</i> 8. <i>Trespassing on school grounds</i>	A,K/N,P,S A,K/N,P,S  A,K/N,S,T  A,P,K K/N,T B,E,M,O,P, K,N,T K/N, T	B,E,M,O,P B,E,M,O,P  B,M,P,S  B,E,M,P A,J,K/N,T C,D,F,H,P A,M,P A,J,K/N,T	C,D,F,H,P C,D,F,H,P  B,C,D,E,H  C,D,F,H,P A/B,J,E,M,O,P B,E,P A/B,J,E,M,O,P,Q
48900(l) Knowingly received stolen school property or private property.	1. <i>Possessed stolen property</i>	B,I,J,M,P,Q,R	C,D,E,P,R	C,D,F,G
48900(m) Possessed an imitation firearm that has similar physical features to a real firearm.	1. <i>Possessed look-a-like gun</i> 2. <i>Brandished a look-a-like gun</i>	C,D,F,G,P,Q C,D,F,G,P,Q,R		
48900(n) Committed or attempted to commit a sexual assault	1. <i>Threatened to sexually abuse another person</i>	C,D,E,G,P,Q,R		

### LEGEND

- A. Suspended 1-3 days
- B. Suspended 3-5 days
- C. Suspended 5 days
- D. Extend suspension pending an expulsion hearing
- E. Forfeit activities 4-9 wks and/or access to technology
- F. Forfeit activities 10-18 wks and/or access to technology
- G. Recommend expulsion
- H. Recommend expulsion for willful disobedience
- I. Restitution

- J. Community Service
- K. Work Detail assigned
- L. Saturday School assigned
- M. Behavior contract required
- N. Detention
- O. Parent/guardian attend school all day
- P. Parent Conference
- Q. Report incident to LAPD
- R. File a Crime Report

- S. Class suspension
- T. Parent notified by mail
- U. Referral to SART (School Attendance Review Team)
- V. Referral to SARB (School Attendance Review Board)
- W. Referral to the District Attorney's Office
- X. SARB referral to Alternative Education
- Y. Conflict resolution
- Z. Intervention

# Santee Educational Complex

## Discipline Matrix and Procedures

or a sexual battery.	2. Sexually abused another person	C,D,F,G,P,Q,R		
48900(o) Harassed, threatened or intimidated a pupil complaining witness or witness in a school disciplinary proceeding.	1. Harassed, threatened or intimidated a student for the purpose of preventing them from being a witness.	B,M,P	C,D,G,P	
48900(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	1. Possessed the prescription drug Soma. 2. Used or been under the influence of prescription drug, Soma. 3. Sold or furnished the prescription drug Soma. 4. Sold or furnished a material represented as the prescription drug Soma.	B,E,M,P,Q,R(F) C,D,G,P,Q,R  C,D,G,P,Q,R B,M,P	C,D,G,P,Q,R   C,D,G,P,Q,R	
48900(q) engaged in, or attempted to engage in, hazing as defined in Ed Code 32050	1. Attempted to engage in hazing 2. Engaged in hazing	A,M,P B,J,M,P	B,M,P C,D,E,G,P	C,D,E,G,P
48900(s) Pupil who aids or abets, the infliction or attempted infliction of physical injury to another person.	1. Aids, abets, or encourages the infliction of physical injury to another person	B,M,P,Q,R	C,D,F,G,P,Q,R	
48900.2 Committed an act of sexual harassment that is severe or pervasive.	1. Engaged in sexual harassment; unwelcome sexual advances; verbal, visual or physical contact of a sexual nature 2. Engaged in sexual harassment that is severe or pervasive	A,M,P  C,D,F,G,P,Q,R	B,E,J,M,O,P	C,D,F,G,P
48900.3 Caused or attempted to cause, threatened to cause or participated in an act of hate violence.	1. Threatened an act of hate violence 2. Attempted an act of hate violence 3. Engaged in hate violence	A,J,M,O,P B,J,M,O,P C,J,M,O,P	C,D,G,P C,D,G,P C,D,G,P	
48900.4 Engaged in harassment, threats, or intimidation directed against a student or group of students or school district personnel	1. Engaged in harassment/intimidation 2. Engaged in relational aggression: any act of a direct or indirect nature, intended to harm, cause damage, or threaten to harm or cause any damage, physical or emotional, to another's well-being.	B,J,M,P A,B,E,I,M,Y,Z	C,D,E,G,P B,E,F,I,J,M,P,Y,Z	*** C,D,E,F,G,I,J,M,O,P, Y,Z
48900.7 Has made terroristic threats against school officials or school property or both.	1. Threatened an act of terrorism.	C,D,G,P		
Absent from school all day without a valid excuse.	1. Truant all day 2. Multiple all day truants	L,T E,L,T,P,U	E,L,N,P,U E,L,M,O,P,V	F,L,M,O,P,V E,F,L,W,X

### LEGEND

- A. Suspended 1-3 days
- B. Suspended 3-5 days
- C. Suspended 5 days
- D. Extend suspension pending an expulsion hearing
- E. Forfeit activities 4-9 wks and/or access to technology
- F. Forfeit activities 10-18 wks and/or access to technology
- G. Recommend expulsion
- H. Recommend expulsion for willful disobedience
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# Santee Educational Complex

## Discipline Matrix and Procedures

Absent from single period classes without a valid excuse .	1. <i>Single period truant</i> 2. <i>Multiple/continuous single period truants</i>	K/N,T E,L,T,P,U	E,L,P,U E,L,M,O,P,V	F,L,M,O,P,V E,F,L,W,X
Tardy to school or class.	1. <i>Tardy</i> 2. <i>Multiple/continuous tardies</i>	K/N,T K/N,M,P,U	L,N,P L,O,P,V	L,M,O,P,V E,L,W,X
Possessed or used a tear gas weapon such as pepper spray	1. <i>Possession of pepper spray</i> 2. <i>Use of pepper spray</i>	A,K,P B,M,P	B,M,P C,D,E,H,P	C,D,E,H,P
Misuse of technology related equipment and/or software	1. <i>Violation of Technology Acceptable Use Agreement</i>	A/B,E,I,K/N,T	B/C,E,I,M,P	C,D,F,H,I,P

Disciplinary consequences E & F “forfeit activities” are defined as attendance at school-sponsored dances including Homecoming and Prom, athletic events, performing arts events, senior activities including baccalaureate and graduation. If a student is a member of an athletic team, performing arts group, pep squad, or student council, they are held to a higher standard per Code of Ethics contract signed by the students and parents and the eligibility policy as set forth by the Arcadia Unified School District Board of Education. Serious incidents are referred to the Arcadia Police Department for further investigation.

### LEGEND

- A. Suspended 1-3 days
- B. Suspended 3-5 days
- C. Suspended 5 days
- D. Extend suspension pending an expulsion hearing
- E. Forfeit activities 4-9 wks and/or access to technology
- F. Forfeit activities 10-18 wks and/or access to technology
- G. Recommend expulsion
- H. Recommend expulsion for willful disobedience
- I. Restitution

- J. Community Service
- K. Work Detail assigned
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- M. Behavior contract required
- N. Detention
- O. Parent/guardian attend school all day
- P. Parent Conference
- Q. Report incident to LAPD
- R. File a Crime Report

- S. Class suspension
- T. Parent notified by mail
- U. Referral to SART (School Attendance Review Team)
- V. Referral to SARB (School Attendance Review Board)
- W. Referral to the District Attorney’s Office
- X. SARB referral to Alternative Education
- Y. Conflict resolution
- Z. Intervention

# Santee Educational Complex

## Discipline Matrix and Procedures

### CHEATING MATRIX

The following discipline guidelines will be used at the discretion of the school administration and officials when decisions are made regarding individual incidents. These guidelines pertain to incidents which occur at school, going to or from school, during lunch period, and during or while going to or coming from a school sponsored- activity.

Definition	Type of Incident	<sup>st</sup> 1 consequence	<sup>nd</sup> 2 consequence	<sup>rd</sup> 3 or more consequence
<p>Cheating: Any subsequent incident of #1, #2, or #3, after a 1<sup>st</sup> consequence, shall be treated as cumulative, and move to the 2<sup>nd</sup> and 3<sup>rd</sup> consequence for the incident.</p> <p>Cheating applies to all school-assigned work.</p>	1. <i>Homework/Class Assignments</i>	Z1, Z2, Z3, Z5	Z1, Z2, Z4, Z6, Z12	Z1, Z2, Z4, Z6, Z8, Z9
	2. <i>Tests/Quiz/Lab/Projects</i>	Z1, Z2, Z3, Z5, Z12	Z1, Z2, Z4, Z6, Z9, Z12	Z1, Z2, Z4, Z9, Z10, Z11, Z12
	3. <i>Theft/Plagiarism</i>	Z1, Z2, Z3, Z5	Z1, Z2, Z4, Z6, Z7, Z9, Z12	Z1, Z2, Z4, Z9, Z10, Z11

- Z1 Notation on Discipline Screen/Parent Notification/Teacher Referral
- Z2 Teacher Call Parent/Guardian
- Z3 Parent Conf. w/Student and Teacher/Optional
- Z4 Parent Conf. w/ Student, Teacher, and Admin/Contract
- Z5 F earned for assignments/homework, class assignments, test, quiz, lab and projects
- Z6 Double Zero earned for any assignment/test or work
- Z7 Removal from Honors or AP level course to an equivalent college prep course or TA
- Z8 Dropped from course for no credit.
- Z9 Forfeiture of extra-curricular and/or academic activities (9 weeks)
- Z10 Student will be dropped with zero credits and a failing grade which will appear on the student's transcript as an "F" with an explanation on the transcript.
- Z11 The College Recommendation letter from the counselor will include mention of the cheating incident.
- Z12 Work detail/Saturday School

### LEGEND

- |   |  |  |
|---|--|--|
| A. Suspended 1-3 days                                       | J. Community Service                     | S. Class suspension                                  |
| B. Suspended 3-5 days                                       | K. Work Detail assigned                  | T. Parent notified by mail                           |
| C. Suspended 5 days   | L. Saturday School assigned              | U. Referral to SART (School Attendance Review Team)  |
| D. Extend suspension pending an expulsion hearing           | M. Behavior contract required            | V. Referral to SARB (School Attendance Review Board) |
| E. Forfeit activities 4-9 wks and/or access to technology   | N. Detention                             | W. Referral to the District Attorney's Office        |
| F. Forfeit activities 10-18 wks and/or access to technology | O. Parent/guardian attend school all day | X. SARB referral to Alternative Education            |
| G. Recommend expulsion                                      | P. Parent Conference                     | Y. Conflict resolution                               |
| H. Recommend expulsion for willful disobedience             | Q. Report incident to LAPD               | Z. Intervention                                      |
| I. Restitution  | R. File a Crime Report                   |  |

# Santee Educational Complex

## Discipline Matrix and Procedures

### Appeals Process:

1. In all cases, the student shall have the right to appeal the decision of the panel.
2. The student shall state the reason for the appeal in writing and submit it to the principal no later than 3 days following the conference.
3. The administration shall convene an appeals panel consisting of 3 teachers; one selected by the principal, the student, and the dept. chair.
4. The panel shall review the conference summary and any supporting evidence submitted.
5. The panel will hear from the teacher and student.
6. The panel may call witnesses.
7. The panel shall render a final decision to the appellant no later than 10 days following the hearing.

### LEGEND

- A. Suspended 1-3 days
- B. Suspended 3-5 days
- C. Suspended 5 days
- D. Extend suspension pending an expulsion hearing
- E. Forfeit activities 4-9 wks and/or access to technology
- F. Forfeit activities 10-18 wks and/or access to technology
- G. Recommend expulsion
- H. Recommend expulsion for willful disobedience
- I. Restitution

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- W. Referral to the District Attorney's Office
- X. SARB referral to Alternative Education
- Y. Conflict resolution
- Z. Intervention

# Appendix 15



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

**NUMBER:** BUL-3638.0

**ISSUER:** Donnalyn Jaque-Antón, Executive Officer  
Educational Services

**DATE:** March 27, 2007

**ROUTING**

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

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

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

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

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



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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## **MAJOR CHANGES:**

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

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

## **GUIDELINES:** I. A CULTURE OF DISCIPLINE

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

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

## II. RESPONSIBILITIES

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



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

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

A. Student Responsibilities:

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

B. Parent/Caregiver Responsibilities:

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

C. Teacher Responsibilities:

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

The teacher is responsible for:

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



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

#### D. School Administrator Responsibilities:

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

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



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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



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### F. School Staff Responsibilities:

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

### G. Local District Staff Responsibilities:

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

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

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



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

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

### H. Central Office Staff Responsibilities:

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

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

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



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- I. Visitor Responsibilities:  
It is expected that all visitors will act in accordance with *Culture of Discipline: Guiding Principles for the School Community* while on District property and at District or school-sponsored activities or events (see *LAUSD Parent-Student Handbook*).
- J. Community Member Responsibilities:  
The community benefits from safe schools and members are expected to follow *Culture of Discipline: Guiding Principles for the School Community* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

### III. PREVENTION/INTERVENTION

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

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

- A. Establish Rules Consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*.  
School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.
- B. Provide for Effective Intervention  
Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources;



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

## C. Use a Team Approach for Intensive Intervention

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

## IV. CONSEQUENCES FOR STUDENT MISCONDUCT

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

## V. PROFESSIONAL DEVELOPMENT AND TRAINING

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

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



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

### VI. MONITORING & EVALUATION

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

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

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

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

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



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

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

## VII. COMMUNICATION

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

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

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

California Education Code, Section 48900-48927  
Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# Guiding Principles for the School Community

## 1. Respect

I treat others the way I want to be treated  
I respect laws, rules, and school authority  
I treat people fairly and respect their rights  
I respect private and public property

## 2. Responsibility

I take responsibility for my actions  
I choose how I respond to others  
I return what I borrow

## 3. Appreciation of Differences

I look for the good in others  
I respect each person's right to be different  
I see cultural diversity as an opportunity for learning

## 4. Honesty

I am honest with myself and others  
I act with integrity  
I avoid spreading rumors or gossip

## 5. Safety

I engage in safe activities  
I keep my body and mind healthy  
I choose only those things that are really good for me

## 6. Life-Long Learning

I come to school prepared to learn  
I give my best in everything I do  
I am open and alert to solutions

When you model the Guiding Principles, you \_\_\_\_\_

Treat others with respect  
Find peaceful solutions  
Listen to each other  
Are drug free  
Keep our school clean  
Have healthy friendships  
Produce your own work  
Maintain honesty and integrity  
Show empathy and compassion  
Defend others' rights  
Appreciate differences  
Respect the property of others  
Engage in safe activities

and you don't tolerate: \_\_\_\_\_

Bullying and intimidation  
Weapons  
Fights, threats, and violence  
Drug possession and sale  
Graffiti and vandalism  
Gang activity  
Cheating and plagiarism  
Forgery and falsification  
Sexual harassment and assault  
Blackmail and extortion  
Prejudice and hate crimes  
Robbery and stealing  
Fireworks and firecrackers



- 1. Learn and follow school and classroom rules.**
- 2. Solve conflicts maturely, without physical or verbal violence.**
- 3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
- 4. Be good role models and help create a positive school environment.**
- 5. Report any bullying, harassment, or hate motivated incidents.**
- 6. Display good sportsmanship on both the athletic field and playground.**
- 7. Attend school on time, have school books and supplies, and be prepared to learn.**
- 8. Keep social activities safe and report any safety hazards.**



**HOW TO ESTABLISH AND/OR REFINE AN EFFECTIVE SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEM**

Under the auspices of the School Leadership Council, form or use an existing leadership team with an administrator and elected membership from stakeholder groups, including general and special education teachers, classified staff and parents/caregivers. The team will use the School Resource Survey (Attachment G) to identify what is in place and what might be needed at the school site. This will help to determine how to use resources to support the successful implementation of school-wide positive behavior support.

Use the steps below as an outline to guide your work.

TASKS
1. Post or provide an interest flyer asking for participants from among each stakeholder group (see Resource Manual: Template — available in July 2007). Hold stakeholder elections.
2. The leadership team reviews past participation in school-wide positive behavior support training such as: BEST Behavior, Safe and Civil School's "Foundations, Teaching Alternative Behaviors School-Wide," or other research-based school-wide positive behavior support system training in order to determine if additional training for the team is necessary. Training can be accessed through the Behavior Support Unit at (213) 241 8051 or utilize the list of providers for selection by the appropriate school-site council. (See Resource Manual for exemplary School-Wide Positive Behavior Support system rubric and list of providers.)
3. The leadership team works with the entire school community to establish a small number of positively stated rules (3-6) aligned with <i>Culture of Discipline: Guiding Principles for the School Community</i> that are differentiated for each area of the campus. These rules are to be communicated and posted throughout the school community (see Resource Manual: Examples).
4. The leadership team ensures that <i>Culture of Discipline: Guiding Principles for the School Community</i> and rules are taught, enforced, advocated and monitored throughout the school community (see Resource Manual: Lesson Plan Examples).
5. The leadership team identifies effective procedures for recognizing appropriate behavior and reinforcing students, staff and parents (see Resource Manual: Examples).
6. The leadership team ensures that there are effective reactive strategies (planned responses) in place to address both minor problem behaviors and more challenging behaviors. There is a crisis plan in place (see Resource Manual: Examples).
7. The leadership team ensures the effectiveness of disciplinary practices at the school through a process of monitoring and evaluation. Review of office referral data, statistics on academic achievement, suspension, expulsion, opportunity transfer, attendance, and drop-out rates, and results of interventions are used to ascertain the program's effectiveness and to plan the next steps (see Resource Manual: Examples).

For assistance with any task, contact the Behavior Support Unit at (213) 241 8051.

Source: <http://www.pbis.org/schoolwide.htm#Components> (modified)



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## ATTACHMENT D

### STUDENT TIPS

Students are one of the most important groups responsible for making the school climate safe and healthy. Students who follow school and classroom rules and encourage others to do so too, help make school a fun and pleasant place to be. Below are several tips students can use to demonstrate appropriate positive behavior at school.

- Learn and follow *Culture of Discipline: Guiding Principles for the School Community* and the *Culture of Discipline: Student Expectations*.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences between people.
- Participate in school activities. Join clubs and sports teams at school and in your community.
- Communicate with your parents/caregivers. Let them know what is going on in your life. Introduce them to your friends and always tell them where you are going.
- Don't wait for the problem to get too big before you tell your parent or a trusted adult.
- Find a trusted adult who can mentor and support you in achieving your dreams.
- Get help when you need it. Ask questions when you don't understand.
- Treat others like you want them to treat you.
- Remember that you matter. Your ideas, thoughts and opinions are important and have value. Consider leadership opportunities.
- Get involved in your community. You can make a difference in someone's life.
- Show respect by using respectful language and actions.
- Report unsafe, unhealthy conditions and bullying to an administrator.
- Be honest. Telling the truth, keeping your word and not cheating are the best ways to show character, responsibility, and maturity. Be proud of what you achieve on your own. If it's your best, then it's the best!



### PARENT/CAREGIVER RESPONSIBILITIES

Parents/caregivers and schools are partners in their children's education. In order to create safe, respectful, and welcoming schools, parent/caregiver support is needed to help children learn and follow school and classroom rules. Parents/caregivers are the most important persons in a child's life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat district employees and school personnel with respect and expect them to treat you and your child with respect. Review the tips below:

- Learn *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations* for LAUSD. Learn the rules for your child's school and make sure you and your child understand and follow them. Let them know that you are in agreement with the rules and help them to understand the reasons for such rules.
- Involve your son or daughter in the establishment of rules in the home. Be clear about the rules, including consequences and rewards. A child should never be confused about the rules; they should be simple and clearly explained.
- Participate in your children's education, help them with homework, speak to their teachers, attend school functions, such as parent conferences, classroom programs, exhibitions of student work, and PTA meetings.
- Use a positive approach when disciplining your children. Say, "do this" more than "don't do that." Set limits on your children's behavior. Agree with your children on the limits and make it clear what the consequences are for breaking the rules. Enforce the rewards and consequences consistently.
- Help your child develop a network of trusted adults to provide additional support when needed. If you are parenting alone, look for safe, healthy adult role models of both genders who can be mentors and supports for your child.
- Teach your child to resolve problems. Good listening skills, honest communication, and conflict resolution skills and patience will help your children be more resilient (able to bounce back from setbacks).
- Recognize your child's accomplishments and improvements. Praise them when they have accomplished something or are trying hard to make improvements.
- Help your child understand the value of accepting individual differences.
- Help your children find a way to express anger without verbal attacks or physical violence. When you get upset, take advantage of the opportunity to demonstrate the appropriate reaction and speak about the issue.
- Keep open communication with your children, even when it is difficult. Also, make sure your children tell you who they are with and where they will be at all times. Meet their friends.
- Set an example for your children. Your own behavior is the basis for establishing your expectations.

Treat district employees and school personnel with respect and expect them to treat you and your child with respect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT F

## SCHOOL RESOURCE SURVEY

School \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Grade Levels \_\_\_\_\_  
 Contact Name for School-Wide Positive Behavior Support \_\_\_\_\_ Title \_\_\_\_\_

In order to determine what services, academic and enrichment resources are available at your school, the following checklist has been compiled. The survey is to be used as a tool to assess your school's needs and resources. Thank you for your time in this valuable effort.

### Who has these positions at your school site? Add other support staff as appropriate.

Career Advisor \_\_\_\_\_  
 College Counselor/Advisor \_\_\_\_\_  
 Counselor(s) \_\_\_\_\_  
 Discipline (in charge of) \_\_\_\_\_  
 Elementary Counselor(s) \_\_\_\_\_  
 Impact Coordinator \_\_\_\_\_  
 LAPD Juvenile Officer \_\_\_\_\_  
 Nurse \_\_\_\_\_  
 Parent Representative(s) \_\_\_\_\_  
 Probation Officer \_\_\_\_\_  
 PSA Counselor \_\_\_\_\_  
 Psychiatric Social Worker (PSW) \_\_\_\_\_  
 Resource Teacher \_\_\_\_\_  
 School Leadership Council Co-Chairs \_\_\_\_\_  
 School Police Officer \_\_\_\_\_  
 School Psychologist \_\_\_\_\_  
 School Safety Officer \_\_\_\_\_  
 School Site Council Chair \_\_\_\_\_  
 Special Education Coordinator \_\_\_\_\_  
 Student Intervention Specialist (AB1113) \_\_\_\_\_  
 Teacher Adviser \_\_\_\_\_  
 Title IX Complaint Coordinator \_\_\_\_\_  
 UTLA Representative \_\_\_\_\_  
 Other: \_\_\_\_\_



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ATTACHMENT F

Please check all that apply:

### Academic Support Programs: Contact

- |  |  |
|--|--|
| <input type="checkbox"/> Intersession    | <input type="checkbox"/> Mentoring                           |
| <input type="checkbox"/> Tutoring        | <input type="checkbox"/> Parenting Education and Life Skills |
| <input type="checkbox"/> Saturday School | <input type="checkbox"/> Extended Learning Academy           |
| <input type="checkbox"/> Other: _____    |  |

### Behavior Support Programs: Contact

- |   |  |
|---|--|
| <input type="checkbox"/> Alternatives to Suspension | <input type="checkbox"/> Dean                          |
| <input type="checkbox"/> Progressive Discipline     | <input type="checkbox"/> Classroom Management Training |
| <input type="checkbox"/> Positive Behavior Support  | <input type="checkbox"/> Progressive Parent Contact    |
| <input type="checkbox"/> Referral Room              | <input type="checkbox"/> Other, please list: _____     |

### Conflict Resolution Programs: Contact

- |  |  |
|--|--|
| <input type="checkbox"/> Peacemakers                               | <input type="checkbox"/> Second Step     |
| <input type="checkbox"/> Conflict Mediators/Conflict Busters       | <input type="checkbox"/> Peer counseling |
| <input type="checkbox"/> Anti-bullying Program, please list: _____ | <input type="checkbox"/> Other: _____    |

### Federally Mandated Violence Prevention Program (teaches social-emotional skills)

- In elementary and middle schools, are all students being taught the *Second Step* curriculum?  Yes  No
- Do you need training/materials to implement the *Second Step* program?  Yes  No
- If not implementing *Second Step*, what is the state approved violence prevention program that all your students are receiving?
- \_\_\_\_\_
- \_\_\_\_\_

Do you have a current attendance plan at your school?  Yes  No

### Attendance Programs

- |  |  |
|--|--|
| <input type="checkbox"/> Abolish Chronic Truancy (ACT)         | <input type="checkbox"/> Operation Bright Future   |
| <input type="checkbox"/> Student Attendance Review Team (SART) | <input type="checkbox"/> Other, please list: _____ |
| <input type="checkbox"/> Drop Out Prevention Programs (SB65)   |  |

### Attendance Incentives

- |  |  |
|--|--|
| <input type="checkbox"/> Trips/Prizes          | <input type="checkbox"/> Pencils/Prizes            |
| <input type="checkbox"/> Banners               | <input type="checkbox"/> Assemblies/Special Events |
| <input type="checkbox"/> Trophies/Certificates | <input type="checkbox"/> Other, please list: _____ |

### Counseling/Mental Health Services

- PSW
- EBIC
- Student Intervention Specialist (AB1113)
- PSA Counselor
- Outside Agency, please list agency and days/times: \_\_\_\_\_
- Do you have an MOU? \_\_\_\_\_
- Other, please list: \_\_\_\_\_



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ATTACHMENT F

**When a student is identified as having social service or mental health needs, what are the steps your school takes?**

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**Who is in charge of this process? Name** \_\_\_\_\_

**Do you have a Student Success Team?**  Yes  No

If yes, how often do they meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

**Do you have a Resource Coordinating Team (RCT)/Coordination of Services Team (COST)?**  Yes  No

How often do you meet?

- Weekly
- 1-3 times per month
- Monthly
- As needed

Resource Coordinating Team Members (please list names and titles of all members)

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**How often does your Crisis Team meet?**

- Weekly
- 1-3 times per month
- Monthly
- As needed

Crisis Team Members (please list names and titles of all members)

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**Does your Crisis Team need additional training from the District?**  Yes  No

If yes, please list topics of interest: \_\_\_\_\_



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ATTACHMENT F

### After School Programs

- Arnold's All Stars
- Woodcraft Rangers
- LA's Best

- Youth Services
- Healthy Start Program: \_\_\_\_\_
- Other, please list: \_\_\_\_\_

### Special Programs

- Jeopardy
- Mentor Program
- LA Bridges (Lead Agency: \_\_\_\_\_)
- Healthy Start (Coordinator: \_\_\_\_\_)
- Probation Officer
- Project Grad
- Cal-Learn

- Early Mental Health Initiative (EMHI)
- Adopt-A-School, list: \_\_\_\_\_
- School Community Policing Partnership
- Adolescent Family Life Program
- Transition Services (Foster care, Probation)
- GEAR UP
- Other, please list: \_\_\_\_\_

### Do you have any additional extracurricular activities for the students to participate in?

If yes, what are the activities?

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### Do you have a Parent Center?

Yes       No

If yes, how is it utilized?

- |   |  |
|---|--|
| <input type="checkbox"/> Parenting Classes    | <input type="checkbox"/> Career Counseling         |
| <input type="checkbox"/> ESL Classes          | <input type="checkbox"/> Job Training/Placement    |
| <input type="checkbox"/> Emergency Assistance | <input type="checkbox"/> Other, please list: _____ |

### Are there any programs/services you would like on your campus?

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### How can your Local District be of assistance to you?

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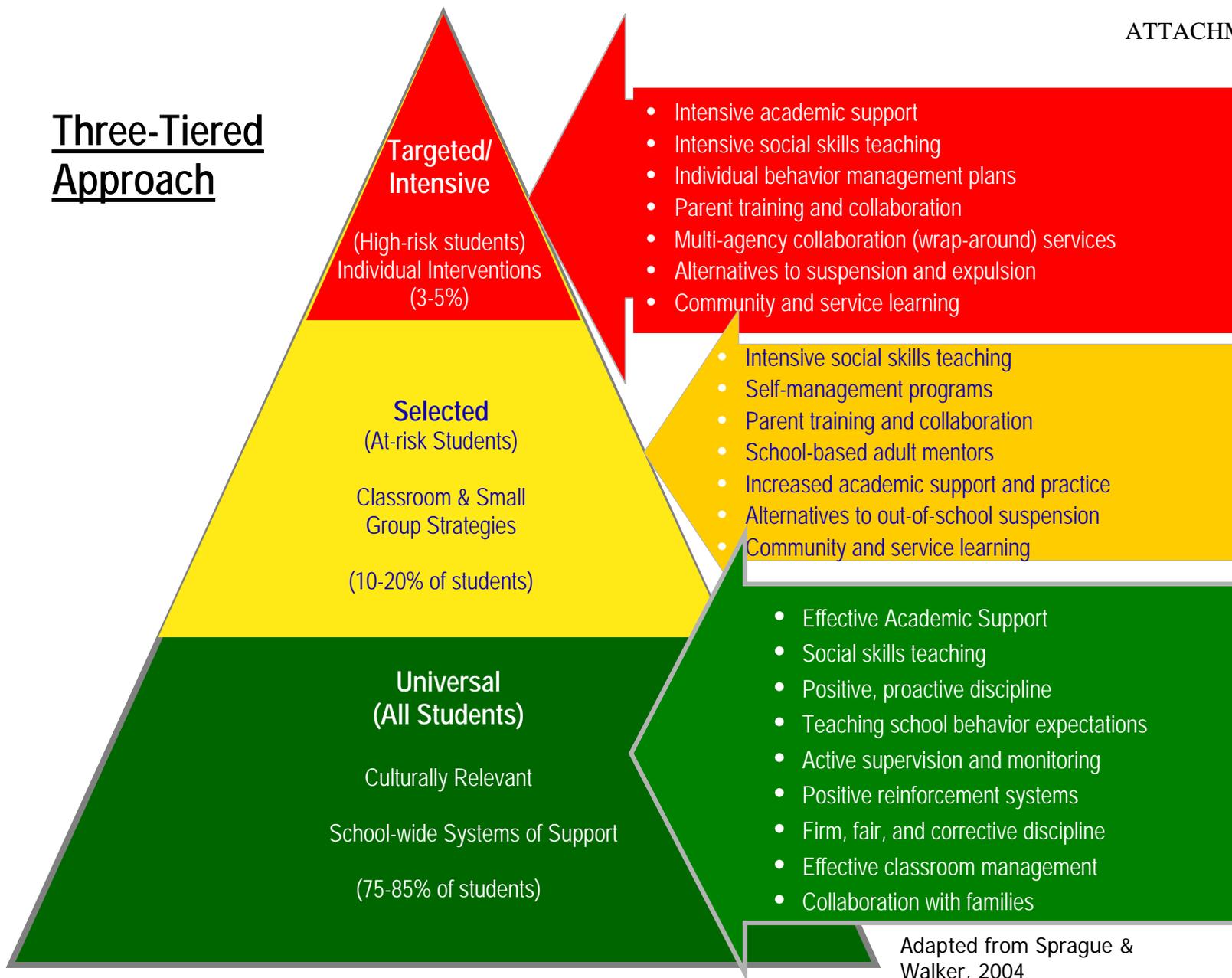
**TOP TEN ALTERNATIVES TO SUSPENSION**

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student's schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student's needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student's behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
Community Service	Required amount of time in community service in school system or in the community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Restitution	Financial or "in kind." Permits the student to restore or improve the school environment.
Problem-Solving/Contracting	Use negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, and consequences for continuing problems.

Source: Reece Peterson, University of Nebraska – Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin



**Three-Tiered Approach**



Adapted from Sprague & Walker, 2004



CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

<p><b>Level A: Preventive Plans</b> <b>Misconduct that Requires Classroom Supports</b></p>	<p><b>Level B: Preventive Plans</b> <b>Misconduct that Requires a Collaborative Team Response</b></p>	<p><b>Level C: Intervention Plans</b> <b>Serious Offenses with almost no Administrative Discretion</b></p>
<p><b><u>Preventive Plans</u></b></p> <ul style="list-style-type: none"> <li>▪ Reinforce guiding principles</li> <li>▪ Identify, teach and reinforce behavioral expectations, rules and social skills</li> <li>▪ Actively supervise, monitor and provide feedback on behavior in all areas of the school</li> <li>▪ Use firm, fair, corrective, consistent disciplinary techniques</li> <li>▪ Identify resources at school, local district, and in the community</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Classroom disruption, (e.g., speaking out, out of seat).</li> <li>• Occasional tardiness</li> <li>• Poor team work/incomplete work</li> <li>• Harassing other students</li> <li>• Inappropriate clothing for school</li> <li>• Non-compliance with rules</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned</li> <li><input type="checkbox"/> With the student, develop a contract with explicit expectations for behavior and consequences</li> <li><input type="checkbox"/> Assign student a written apology</li> <li><input type="checkbox"/> Call parents and alert them about behavior, eliciting their partnership</li> <li><input type="checkbox"/> Assign a contribution plan (i.e., contributing back to the classroom environment)</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-teach group expectations, routines, and strategies, modify grouping patterns</li> <li><input type="checkbox"/> Use systematic positive reinforcement for students when they act appropriately</li> <li><input type="checkbox"/> Use mentoring strategies; assign a mentor</li> <li><input type="checkbox"/> Utilize a daily report card, involving parents and other staff in a partnership of support</li> <li><input type="checkbox"/> Utilize peer tutoring/counseling</li> <li><input type="checkbox"/> Determine the function of the student's behavior and teach replacement behavior</li> </ul>	<p><b><u>Preventive Plans</u></b></p> <ul style="list-style-type: none"> <li>▪ Work as a team, coordinating services</li> <li>▪ Collaborate with parent/caregiver(s)</li> <li>▪ Develop a school-based mentoring program</li> <li>▪ Access school, local district, District, and community resources</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Excessive tardiness/ongoing defiance</li> <li>• Engaging in habitual profanity or vulgarity</li> <li>• Being under the influence of alcohol or drugs</li> <li>• Vandalism/Graffiti/Theft</li> <li>• Bullying, harassment, sexual harassment</li> <li>• Truancy</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign detention or in-school suspension</li> <li><input type="checkbox"/> Involve student in the development of individual behavior support plan to change behavior</li> <li><input type="checkbox"/> Enlist parent participation in a consistent response plan, e.g., daily signed behavior report</li> <li><input type="checkbox"/> Clean up/make restitution</li> <li><input type="checkbox"/> Loss of privileges</li> <li><input type="checkbox"/> Assign an out-of-school suspension</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convene a Student Success Team (SST) or COST</li> <li><input type="checkbox"/> Parent Conference</li> <li><input type="checkbox"/> Use debriefing forms to address misconduct</li> <li><input type="checkbox"/> Refer to community agencies</li> <li><input type="checkbox"/> Assign campus responsibilities</li> <li><input type="checkbox"/> Provide conflict resolution training, peer mediation, anger management</li> <li><input type="checkbox"/> Encourage enrichment activities (after school clubs)</li> <li><input type="checkbox"/> Assign Alternatives to Suspension, including in-school suspension or detention</li> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Report to Law Enforcement</li> </ul>	<p><b><u>Intervention Plans</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify crisis intervention plan and procedures</li> <li>▪ Identify emergency resources</li> <li>▪ Use resources in school, local district, District, and community</li> <li>▪ Work as a team, coordinating services</li> <li>▪ Collaborate with parent/caregiver(s)</li> </ul> <p><b><u>Examples of School-Related Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Possessing, selling, or furnishing a firearm</li> <li>• Possessing and/or brandishing a dangerous object</li> <li>• Possession of an explosive</li> <li>• Selling a controlled substance</li> <li>• Committing or attempting to commit a sexual assault or committing a sexual battery</li> <li>• Causing or attempting to cause a serious physical injury to another.</li> <li>• Robbery, extortion</li> </ul> <p><b><u>Examples of Consequences</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Expulsion</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><b><u>Examples of School Response</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct investigation, interview all witnesses</li> <li><input type="checkbox"/> Consult with Student Discipline Proceedings Office</li> <li><input type="checkbox"/> Report to Law Enforcement</li> <li><input type="checkbox"/> Conduct parent conference/pre-suspension conference</li> <li><input type="checkbox"/> Review suspension and expulsion bulletins for specifics regarding mandatory actions</li> <li><input type="checkbox"/> Review teacher-student-parent interaction history</li> <li><input type="checkbox"/> Review social adjustment history</li> <li><input type="checkbox"/> Review Special Education status</li> <li><input type="checkbox"/> Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)</li> </ul>

# Appendix 16

## Jefferson High School

Indicator	2008-09	2010-11	2011-12	2012-13	2013-14	2014-15
<b>A.P.I</b>	515	535	565	595	625	655
<b>CST Trends</b>						
<b>English Language Arts: % Prof/Adv</b>						
All Students	12.7%	15.7%	20.7%	25.7%	30.7%	35.7%
African American	5.6%	8.6%	13.6%	18.6%	23.6%	28.6%
Hispanic	13.4%	16.4%	21.4%	26.4%	31.4%	36.4%
Socio-Economic Disadv.	12.5%	15.5%	20.5%	25.5%	30.5%	35.5%
English Learner	2.2%	5.2%	10.2%	15.2%	20.2%	25.2%
SWD	2.1%	5.1%	10.1%	15.1%	20.1%	25.1%
<b>Mathematics: % Prof/Adv</b>						
All Students	0.8%	3.8%	8.8%	13.8%	18.8%	23.8%
African American	0.0%	3.0%	8.0%	13.0%	18.0%	23.0%
Hispanic	0.9%	3.9%	8.9%	13.9%	18.9%	23.9%
Socio-Economic Disadv.	0.8%	3.8%	8.8%	13.8%	18.8%	23.8%
English Learner	0.1%	3.1%	8.1%	13.1%	18.1%	23.1%
SWD	0.0%	3.0%	8.0%	13.0%	18.0%	23.0%
<b>California Standards Tests: % Prof/Adv</b>						
ELA Gr 9	13.8%	16.8%	21.8%	26.8%	31.8%	36.8%
ELA Gr 10	13.1%	16.1%	21.1%	26.1%	31.1%	36.8%
ELA Gr 11	9.8%	12.8%	17.8%	22.8%	27.8%	32.8%
Algebra I	1.2%	4.2%	9.2%	14.2%	19.2%	24.2%
Geometry	0.3%	3.3%	8.3%	13.3%	18.3%	23.3%
Algebra II	0.3%	3.3%	8.3%	13.3%	18.3%	23.3%
HS Math	0.0%	3.0%	8.0%	13.0%	18.0%	23.0%
World History	6.3%	9.3%	14.3%	19.3%	24.3%	29.3%
US History	5.9%	8.9%	13.9%	18.9%	23.9%	28.9%
Life Science	5.5%	8.5%	13.5%	18.5%	23.5%	28.5%
Biology	4.2%	7.2%	12.2%	17.2%	22.2%	27.2%
Chemistry	2.8%	5.8%	10.8%	15.8%	20.8%	25.8%
Earth Science	0.0%	3.0%	8.0%	13.0%	18.0%	23.0%
Int Science	1.8%	4.8%	9.8%	14.8%	19.8%	24.8%
<b>English Learners</b>						
Increased level on CDELT	46.1%	50.1%	54.1%	58.1%	62.1%	66.1%
Reclassification Rate	9.0%	11.0%	13.0%	15.0%	17.0%	19.0%
<b>Safe Schools</b>						
Students Suspended	8.1%	7.1%	6.1%	5.1%	4.1%	3.1%
Staff Attendance	92.1%	93.1%	94.1%	95.1%	96.1%	97.1%
Student Attendance	89.6%	90.6%	91.6%	92.6%	93.6%	94.6%
<b>Student Survey</b>						

Feel safe in their school	29.4%	34.4%	39.4%	44.4%	49.4%	54.4%
<b><i>Parent and Community Engagement</i></b>						
Opportunities for involvement	90.3%	93.3%	96.3%	97.3%	98.3%	99.3%
Feel welcome at school	84.1%	87.1%	90.1%	91.1%	92.1%	93.1%

# Appendix 17



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

ATTACHMENT C

### 2009-2010 TESTING CALENDAR SINGLE-TRACK HIGH SCHOOLS

	TESTS	DATES	GRADES
<b>SINGLE TRACK</b>	Annual CELDT	September 9 – October 23	9, 10, 11, 12
	Initial CELDT	September 9 – June 11	9, 10, 11, 12
	BEST	September 9 – June 24	9, 10, 11, 12
	CMA Field Test	September 14 – September 25	9, 10, 11
	CAHSEE	October 6 – October 7	12
	PSAT	October 14	10
	CAHSEE	November 3 – November 4	11, 12
	CAHSEE Field Test	December 7 – December 11	10
	NAEP	January 25 – March 5	12
	CA Physical Fitness Test	February 1 – April 23	9, 10, 11
	CAHSEE	February 2 – February 3	12*
	EAP	March 1 – March 26	11
	CAHSEE	March 16 – March 17	10 (Census), 11, 12
	STS	May 3 – May 7	9, 10, 11
	AP	May 3 – May 14	9, 10, 11, 12
	CAHSEE	May 11 – May 12	10 (makeup), 12*
	CST	May 17 – May 28	9, 10, 11
	CMA	May 17 – May 28	9, 10
CAPA	May 3 – May 28	9, 10, 11	

\* The Education Code allows grade 12 students three CAHSEE tests per school year for the exam(s) not previously passed. If there is funding, grade 12 will be allowed five tests during the school year and allowed to test during this administration.

- **Grade 12 students taking the CAHSEE in May 2010 will not receive their results back before June 2010 graduation ceremonies. Student results from the May 2010 CAHSEE administration will arrive in school districts in July 2010.**
- Dates are subject to change based on availability of materials and/or changes in regulations.

# Appendix 18

Periodic Assessment Waiver Process.

1. Standards-based and aligned to the curriculum in use;
2. Administered at least three times per school year;
3. Standardized across content areas;
4. Results are received by teachers in a timely fashion and provide actionable quantitative and qualitative data;
5. Allow teachers to disaggregate on a variety of demographic and student-related factors (ethnicity, language proficiency, special education, GATE, etc.);
6. Used to inform instruction and school-wide program effectiveness;
7. Benchmarked by level to indicate whether a student is performing at Advanced, Proficient, Basic, Below Basic, or Far Below Basic level;
8. Financially prudent;
9. Presented to the School Leadership Team for review;
10. Waiver submitted no later than July 1<sup>st</sup> for implementation in the following school year;  
and
11. Developed or purchased and professional development delivered prior to the start of school.

# Appendix 19

## Partnership for Los Angeles Schools

### Operational Goals and Metrics

Functional area	Goal description	Metric in year 1	Change over 5 years
Budget	Improve school site budgeting, fiscal management, and fiscal transparency	<ul style="list-style-type: none"> <li>+10% of administrators, and SSC members respond that they understand their budgets better than previous years</li> <li>Transparent/Per Pupil Budgeting implemented</li> </ul>	<ul style="list-style-type: none"> <li>+10% per year, capping at 100% of administrators and 100% of SSC members who understand budgets well</li> <li>Transparent/Per Pupil Budgeting implemented each year</li> </ul>
Human resources	Teacher retention increase	<ul style="list-style-type: none"> <li>+5% more teachers remain than previous year</li> </ul>	<ul style="list-style-type: none"> <li>+5% per year, capping at a maximum of 10% turnover per year</li> </ul>
	Evaluation	<ul style="list-style-type: none"> <li>Train 100% of principals on Partnership evaluation and staff relations processes</li> </ul>	<ul style="list-style-type: none"> <li>Maintain training program</li> </ul>
Facilities	Improve campus cleanliness and safety	<ul style="list-style-type: none"> <li>Campus receives at least a "good" rating on Williams inspection</li> </ul>	<ul style="list-style-type: none"> <li>Maintain or improve rating</li> </ul>
	Textbooks	<ul style="list-style-type: none"> <li>Receive a satisfactory rating on Williams instructional materials inspection</li> </ul>	<ul style="list-style-type: none"> <li>Maintain rating</li> </ul>
Overall service support	Improve service delivery and responsiveness	<ul style="list-style-type: none"> <li>10% of principals believe that service is more effective from LAUSD and the Partnership than previous year</li> </ul>	<ul style="list-style-type: none"> <li>Increase by 10% per year until 90% of principals believe that service is strong from LAUSD and the Partnership</li> </ul>
	Free time for principals	<ul style="list-style-type: none"> <li>Provide sufficient time for principals to be in classrooms 3 hours per day</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide time for principals to be in classrooms 3 hours per day</li> </ul>
Small schools	Implement small schools at Jefferson	<ul style="list-style-type: none"> <li>Implement small schools at Jefferson within 2 years</li> </ul>	<ul style="list-style-type: none"> <li>Maintain small schools</li> </ul>
Financial health	Maintain financial health of Partnership	<ul style="list-style-type: none"> <li>Continue to have strong audits of financial statements</li> <li>Continue to raise sufficient funds to maintain Partnership programs</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy strong audit every year</li> <li>Raise sufficient funds every year</li> </ul>
Partnerships	Develop strategic Partnerships	<ul style="list-style-type: none"> <li>Create at least 2 meaningful, strategic Partnerships per year based on the needs of the campus</li> </ul>	<ul style="list-style-type: none"> <li>Create 1 additional Partnership per year</li> </ul>

# Appendix 20

## Accountabilities in No Child Left Behind (NCLB)

### **Increases Accountability for Student Performance**

- **Puts quality teachers in the classroom.** Each state education agency (SEA) must develop a plan to ensure that all teachers are "highly qualified" no later than the end of the 2005-06 school year. The plan must establish annual, measurable objectives for each local school district and school to ensure that they meet the "highly qualified" requirement. In general, a "highly qualified teacher" is a teacher with full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching skills. See Section 9101(23) of the ESEA for the complete definition of a highly qualified teacher.
- **Develops a district improvement plan.** If an SEA determines that a school district has failed to make progress in meeting annual objectives for two consecutive years, the district must develop an improvement plan to meet the objectives and the state must provide technical assistance to the district. If a school district fails to make progress toward the annual objectives and fails to make adequate yearly progress for three consecutive years, then the SEA must enter into an agreement with the district on the district's use of Title II funds.

### **Reduces Bureaucracy and Increases Flexibility**

- **Consolidates programs and expands eligible activities.** This new program combines the former Eisenhower Professional Development and the Class Size Reduction programs and greatly expands the number of activities allowed on the state and local levels. Therefore, each state and school district can tailor the interventions to target its unique challenges with respect to teacher quality.

### **Focuses on What Works**

- **Employs scientifically based interventions.** All activities supported with Title II funds must be based on a review of scientifically based research that shows how such interventions are expected to improve student achievement. For example, if a state decides to fund interventions such as professional development in math, the state must be able to show how the particular activities are grounded in a review of activities that have been correlated with increases in student achievement.

### **Empowers Parents**

- **Informs the public on teacher quality.** Every year, principals must attest to whether a school is in compliance with the "highly qualified" teacher requirement, and this information must be maintained at the school and district offices where it must be made available to the public upon request. In addition, each school district must report to the state annually on its progress in meeting the requirement that all teachers be "highly qualified" by the end of the 2005-06 school year. This information also must be included on the state report cards required under Title I.

# Appendix 21

## MODIFIED CONSENT DECREE (MCD)

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program will be in compliance with all applicable federal laws.

### Outcome 1 **Participation in Statewide Assessment Program**

75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

### Outcome 2 **Performance in the Statewide Assessment Program**

The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

### Outcome 3 **Graduation Rate**

The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities..

### Outcome 4 **Completion Rate**

The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

### Outcome 5 **Reduction of Suspensions**

The District will reduce the overall number of suspensions of students with

disabilities to a rate lower than 8.6%.

**Outcome 6 Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)**

The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.

**Outcome 7A Placement of Students with Disabilities (Ages 6-18) with All Other Disabilities (Excludes Specific Learning Disabilities (SLD), Speech/Language Impaired (SLI), Other Health Impairment (OHI)).**

The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology.

**Outcome 7B Placement of Students with Multiple Disabilities Orthopedic (MDO) (Ages 6-18)**

The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology.

**Outcome 8a Home School Placement / Least Restrictive Environment**

The District will ensure that the percentage of students with disabilities of specific learning disabilities (SLD) and speech and language impaired (SLI) in their home school does not fall below 92.9%.

**Outcome 8b Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in kindergarten and sixth grade in their home school to 65% and the percentage of students with disabilities with all other eligibilities in ninth grade in their home school to 60%.

**Outcome 8c Home School Placement / Least Restrictive Environment**

The District will increase the percentage of students with disabilities with all other eligibilities in elementary grades one through five in their home school to 62.0%. The District will increase the percentage of students with disabilities in middle school grades seven and eight in their home school to 55.2%. The District will increase the percentage of students with disabilities in high school grades ten and above in their home school to 36.4%.

**Outcome 9 Individual Transition Plan**

98% of all students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.

**Outcome 10 Timely Completion of Evaluations**

- a. 90% of all initial evaluations shall be completed within 60 days.
- b. 95% of all initial evaluations shall be completed within 75 days.
- c. 98% of all initial evaluations shall be completed within 90 days.

**Outcome 11 Complaint Response Time**

The District will provide lawful responses to parents filing complaints in accordance with the following performance standards:

- a. 25% will be responded to within 5 working days.
- b. 50% will be responded to within 10 working days.
- c. 75% will be responded to within 20 working days.
- d. 90% will be responded to within 30 working days.

**Outcome 12 Informal Dispute Resolution**

The District will increase reliance on informal dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases.

**Outcome 13 Delivery of Services**

93% of the services identified on the IEPs of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEPs of students with specific learning disability will show evidence of service provision. The District will provide evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

**Outcome 14 Increased Parent Participation**

The District will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. 95% of the records of IEP meetings in which the parent does not attend will provide evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with Section 300.345(d) of IDEA regulations.

**Outcome 15 Timely Completion of Future Translations**

The District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows: 85% within 30 days, 95% within 45 days, 98% within 60 days

**Outcome 16 Increase in Qualified Providers**

The District shall increase the percentage of credentialed special education teachers to 88%.

**Outcome 17 IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports**

The percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%.

**Outcome 18 Disproportionality**

90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

Source: <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>

# Appendix 22

## Santee Learning Complex Professional Development Plan 2009/2010

Dates (Tuesday banked days)	ELA - 60% of all Santee students who take the CST will score Basic, Proficient or Advanced in ELA	Math -	Social Studies - 50% of all Santee students testing in social studies will score Basic, Proficient or Advanced	Science -
Oct. 20 1pm-3:30 pm	<b>Title (Measures)</b> Lesson study and Standards-based instruction unit development (criteria B1 B2) <b>Study Facilitator(s):</b> Aimee Allen (ULCA Center X), Jeff Schilp, Joanna Exacoustas (UCLA Center X) and Jane Hancock (UCLA Center X)	<b>Title (Measures):</b> Literacy in the math classroom <b>Facilitator:</b> Kyndall Brown (UCLA Center X) Teachers will engage in activities designed to help students make sense of the text using graphic organizers, vocabulary comprehension, and strategies to help assist students in verbalizing mathematic ideas	<b>Title (Measures):</b> Mapping and Unit Building in content teams <b>Facilitator:</b> Emma Hipolito (UCLA Center X) Teachers will create and share a model unit plan for WWI while developing World and US	<b>Title (Measures):</b> Reading comprehension strategies and math using text <i>Teaching Reading in Science</i> . <b>Facilitators:</b> Tara Thurston and Jenny Ingber (UCLA Center X) Teacher will engage in reading comprehension strategies as well as bgin to explore the “who,what, where, and how”, of math skills in the science classroom.
	<b>Indicator:</b> SBI, rigor and differentiation with a focus in Word Analysis and Vocabulary development	<b>Indicator:</b> Reading comprehension	<b>Indicator:</b> Standards-based instruction, rigor and relevance	<b>Indicator:</b> Reading comprehension and math skills development
	<b>Targets:</b> Students will show mastery of standards using a variety of unit activities that are rigorous, with embedded contextualized vocabulary	<b>Targets:</b> Teachers will have and students will use a repertoire of strategies to increase the mathematical literacy including problem - solving tree, word/concept association chart, sentence frames.	<b>Targets:</b> Teachers will have strong standards based units that are rigorous and differentiated allowing for mastery for each student.  Students will show mastery of standard upon completion of an engaging and powerful unit.	<b>Targets:</b> Students will use strategies for problem solving in science including translating terms from problems to mathematical equations and using dimensional analysis.
Dec. 1 1pm-3:30pm	<b>Title (Measures)</b>  <b>Indicator:</b> Word Analysis and Vocabulary development	<b>Title (Measures):</b>  <b>Indicator:</b> Reading comprehension	<b>Title (Measures):</b>  <b>Indicator:</b>	<b>Title (Measures):</b>  <b>Indicator:</b>

	<b>Targets:</b> Students will be able to recognize and understand a wider range of words in their contexts.	<b>Targets:</b>		

Additional offerings:

Donors Choose

I Love to Read: Using classroom libraries as a tool to increase reading frequency and reading metacognition with students.

Backwards Planning: review and practice (math)

draft

**SANTEE PROFESSIONAL DEVELOPMENT CALENDAR 1/11/10**

		<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>School Events</b>		CAHSEE July 28, 29  CDELTA testing begins  Instructional Cabinet July 23, 2-3	Back to School Night B&C Aug 6 5-7pm <i>Aug 7 early release</i>  Track change August 28 Pupil Free Day  Instructional Cabinet Aug. 13, Aug. 27	Instructional Cabinet Sept. 10, Sept. 24  SST / SLT Sept. 14 3:30-5:00	Back to School+ Parent Teacher conf. A&C track Oct. 1 <i>Oct. 2 early release</i>  CAHSEE Oct. 6,7 Oct. 14 PST  Track change Oct. 23  SSC/ SLT Oct. 5 3:30-5:00  Instructional Cabinet Oct. 8, Oct. 22	CASHEE Nov. 3,4  PHBAO Nov. 19 <i>Nov 20 early release</i>  Homecoming  SSC/ SLT Nov. 2 3:30-5:00  Instructional Cabinet Nov. 12	Track change  SSC/ SLT Dec. 7 3:30-5:00  Instructional Cabinet Dec. 10
<b>PD Days</b>		<b>July 1 PD school-wide + SLC</b>  <b>July 2 PD school-wide + SLC + content</b>  <b>July 21 PD Content</b>	<b>Aug 7 PD</b>  <b>Aug 18 PD WASC focus group</b>	<b>Sept 1 PD WASC focus group</b>  <b>Sept 15 PD SLC</b>	<b>Oct 20 PD content</b>	<b>Nov 10 PD SLC</b>	<b>Dec 1 PD Content</b>  <b>Dec 22 PD: complex</b>
<b>Faculty Meetings</b>		July 7 (3:30-4:30)	Aug.11 (3:30-4:30)	Sept. 22 (3:30-4:30)	Oct.21 (3:30-4:30)		Dec. 8 (3:30-4:30)
<b>Department Meetings</b>		July 14 (3:30-4:30)	Aug. 25 (3:30-4:30)	Sept. 29 (3:30-4:30)	Oct. 27 (3:30-4:30)	Nov. 24 (3:30-4:30)	Dec. 15 (3:30-4:30)
<b>Tri – C</b>			<b>Aug. 5 pilot team</b> <b>August 18 (PSSJ/TTC PD)</b> <b>Aug. 25-27 (a track)</b>	<b>Sept 15 (SLC PD)</b> <b>Sept. 21-23(b track)</b>		<b>November 10 (SLC PD)</b>	<b>Dec. 7-9 (C track)</b>
<b>ASSESSMENTS</b>	ELA	Aug. 14 (Persuasion)	Sept. 3 (Persuasion)	Oct. 19 (Persuasion)			
	Science						
	Math	Mini assessment (Every 4 weeks for first 24 weeks of year)	Mini assessment	Mini assessment	Mini Assessment	Mini assessment	Mini – assessment
	Social Studies						

**SANTEE PROFESSIONAL DEVELOPMENT CALENDAR 1/11/10**

**SANTEE PROFESSIONAL DEVELOPMENT CALENDAR 1/11/10**

		<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>School Events</b>	Holidays	SSC/ SLT Jan. 4 3:30-5:00	CAHSEE Feb 2, 3	WASC visit! <i>Mar,10 early release</i>	Track change Apr 30	CASHEE May 11,12	SLC grad activities
	Instructional cabinet Jan. 14, Jan. 28	Fitness Test Feb 1- April 23	CAHSEE March 16,17	Open House/PTC A&C tracks April 8 5-7pm <i>Apr. 9 early release</i>	AP testing begins May 3 – 14	CST May 25-June7 (A and B)	June 3 PHBAO A&B 5-7 <i>June 4 early release</i>
	SSC/ SLT Feb. 1 3:30-5:00	PHABOA B&C Feb 4 <i>Feb 5 early release</i>	CST March 22-April2(C)	Track change Mar. 3	SSC/ SLT Apr. 5 3:30-5:00	Track change June 30	SSC/ SLT June 7 3:30-5:00
	Instructional Cabinet Feb. 11, Feb. 25	SSC/ SLT Mar. 1 3:30-5:00	Instructional Cabinet Mar. 11, Mar. 25	Instructional Cabinet Mar. 11, Mar. 25	Instructional Cabinet Apr. 8, Apr. 22	SSC/ SLT May 3 3:30-5:00	Instructional Cabinet June 10, June 24
<b>PD Days</b>	<b>Jan 12 PD content</b>	<b>Feb 23 PD content</b>	<b>Mar 10 (WASC report for teachers and students)</b>	<b>Apr 20 PD Content</b>	<b>May 4 PD SLC</b>	<b>June 22 PD Content</b>	
	<b>Jan 26 PD SLC</b>		<b>Mar 23 PD SLC</b>		<b>May 25 PD Content (testing early release)</b>	<b>June 30 PD SLC track change</b>	
					<b>May 26 PD SLC (testing early release)</b>		
<b>Faculty Meetings</b>	Jan. 5 (3:30-4:30)	Feb. 9 (3:30-4:30)	March 2 (3:30-4:30)	Apr 13 (3:30-4:30)	May 11 (3:30-4:30)	June 8 (3:30-4:30)	
<b>Department Meetings</b>	Jan. 19 (3:30-4:30)	Feb. 16 (3:30-4:30)	March 16 (3:30-4:30)	April 27 (3:30-4:30)	May 18 (3:30-4:30)	June 16 (3:30-4:30)	
<b>Tri-C</b>							
<b>ASSESSMENTS</b>	ELA	Jan. 21 (Expos)	Feb. 3 (Expos)	Mar. 15 (Expos)	Ap. 9 (Lit. Analysis)		June 16 (Lit. Analysis)
	Science						
	Math	Mini assessment	Mini assessment	Mini assessment	Mini assessment		
	Social Studies						

# Appendix 23

# 1. General School Information

Please evaluate the effectiveness of the professional development offered by the your school. We will use your feedback to enhance on-going professional development during the 2009-10 school year.

## 1. What level do you teach?

Elementary School

Middle School

High School

## 2. School Name (optional):

99th Street

Gompers

Mendez

Figueroa Street

Hollenbeck

Roosevelt

Ritter

Markham

Santee

Sunrise

Stevenson

## 3. What subject(s) do you teach?

English Language Arts

Special Education

Social Studies

English Learners

Mathematics

ESL

Science

Elective

P.E.

---

## 2. School Instructional Support

1. How would you rate your understanding of school-based instructional goals and/or initiatives?

	High	Somewhat	Low	Not at All
Your confidence and ability to articulate your school's instructional goals and/or initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional support (coaching, professional development, etc.) you have received that enables you to meet your school's instructional goals and/or initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities provided to share your input into the design of professional learning opportunities at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your belief regarding the teacher buy-in for the current instructional goals and/or initiatives at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Estimate the number of hours allocated each week for the sole purpose of planning with your colleagues around the instructional goals for your school.

0-1

1-2

2-3

3 or more

3. Of the time used for collaborative planning, the primary support for leading and facilitating the work was led by my:

Lead Administrator

Department Chair

Coach

Coordinator

Other

4. How often have administrators conducted formal and informal observations in your classroom.

	none	1-2	2-3	3 or more
Informal Observations (visits not scheduled in advance)	jñ	jñ	jñ	jñ
Written Feedback Provided for Informal Observations	jñ	jñ	jñ	jñ
Formal Observations (visits scheduled in advance with prior notification)	jñ	jñ	jñ	jñ
Written Feedback Provided for Formal Observations	jñ	jñ	jñ	jñ

5. Instructional Resources to Support Classroom Learning

	Highly Resourced	Adequate	Minimal	None at All
Instructional Technology	jñ	jñ	jñ	jñ
Instructional Materials (e.g. textbooks, study guides, workbooks, teacher editions, etc.)	jñ	jñ	jñ	jñ
Supplemental Materials (e.g. materials to extend skills and concepts, materials to help incorporate skills and strategies not addressed in core content, etc.)	jñ	jñ	jñ	jñ
Teachers Supports (classroom materials to support student learning)	jñ	jñ	jñ	jñ

6. Are there other additional comments you would like to share about the "School Instructional Support" questions asked above?

### 3. Partnership for Los Angeles School Initiatives

1. On a scale of 1 to 5, please rate the effectiveness of the professional development and support you received in the area of "Lesson Design".

	1: Totally Ineffective	2	3	4	5: Totally Effective
Your understanding of lesson design models, including lessons in various content areas.	jn	jn	jn	jn	jn
Understanding the California State Standards, their trends and patterns, and how to organize them.	jn	jn	jn	jn	jn
Having an opportunity to plan out a curriculum scope and sequence.	jn	jn	jn	jn	jn

2. On a scale of 1 to 5, please rate the effectiveness of the professional development and support you received in the area of "Instructional Delivery."

	1: Totally Ineffective	2	3	4	5: Totally Effective
Improving your understanding of differentiated instruction and assessment.	jn	jn	jn	jn	jn
Strategies to engage students in a variety of ways	jn	jn	jn	jn	jn
Strategies to encourage collaborative opportunities for students.	jn	jn	jn	jn	jn

3. On a scale of 1 to 5, please rate the effectiveness of the professional development and support you received in the area of "Collaboration and Planning".

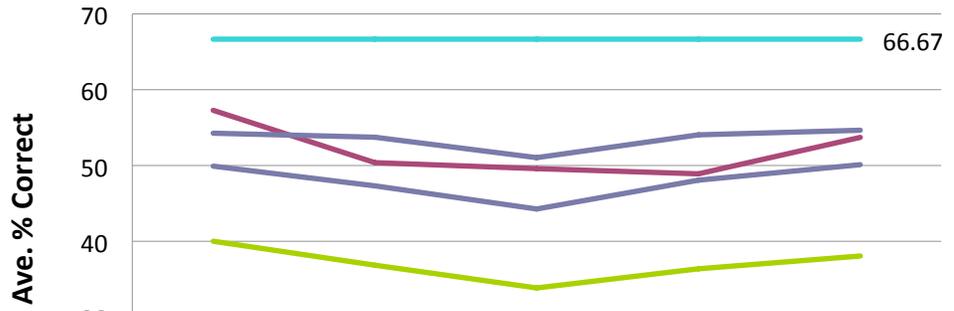
	1: Totally Ineffective	2	3	4	5: Totally Effective
Having an opportunity to develop professional learning communities.	jn	jn	jn	jn	jn
Having an opportunity to plan curriculum in small groups.	jn	jn	jn	jn	jn
Having an opportunity to communicate content area milestones and collaborate with colleagues.	jn	jn	jn	jn	jn
Having the time and support to make connections between content areas, strategies, and curriculum.	jn	jn	jn	jn	jn

4. Are there other additional comments you would like to share about the "Partnership Initiatives" questions asked above?

#### 4. Questions Related to Governance Teams (Should we Include?)

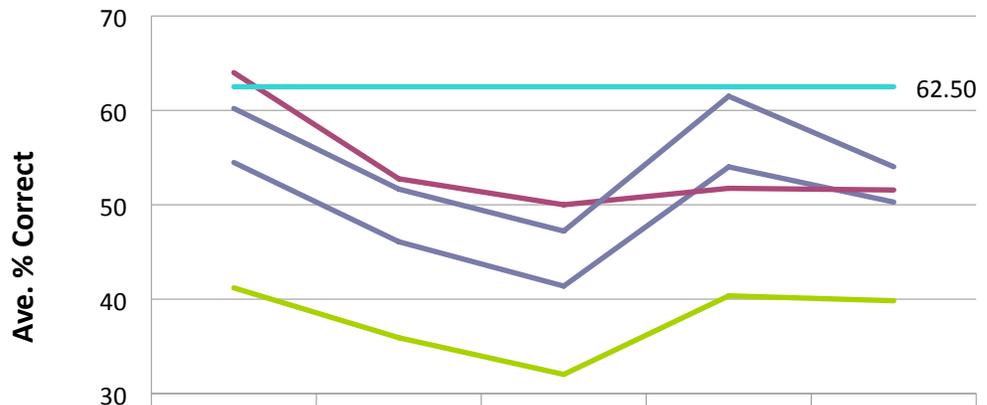
# Appendix 24

### Grade 11: English Language Arts



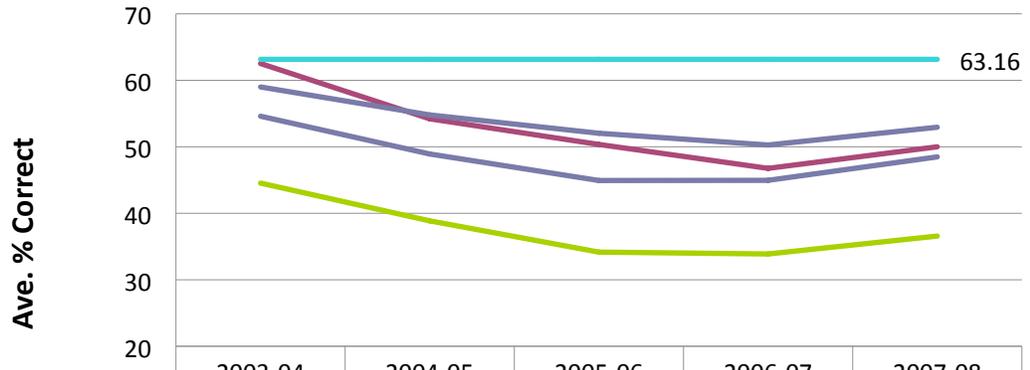
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	49.91	47.31	44.26	48.06	50.11
IFEP	57.28	50.37	49.59	48.90	53.71
LEP	40.01	36.84	33.84	36.37	38.06
RFEP	54.26	53.73	51.04	54.04	54.65
Statewide Minimally Proficient	66.67	66.67	66.67	66.67	66.67

### Grade 11: ELA - Word Analysis & Vocabulary



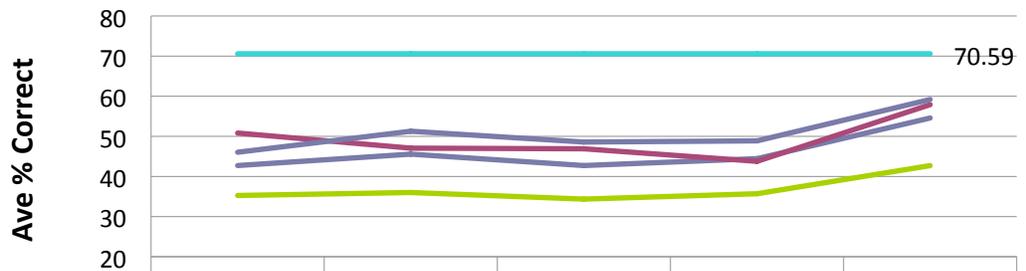
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	54.48	46.08	41.38	54.01	50.28
IFEP	64.00	52.75	50.00	51.74	51.56
LEP	41.20	35.92	32.03	40.35	39.83
RFEP	60.21	51.66	47.21	61.50	54.02
Statewide Minimally Proficient	62.50	62.50	62.50	62.50	62.50

### Grade 11: ELA - Reading Comprehension



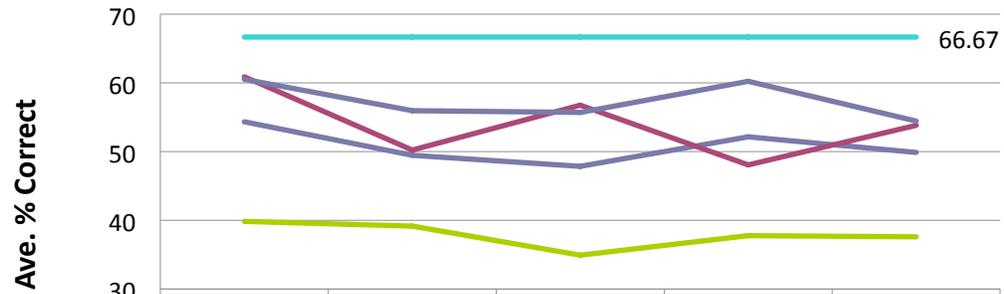
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	54.60	48.92	44.93	44.96	48.49
IFEP	62.53	54.21	50.36	46.76	50.00
LEP	44.54	38.86	34.16	33.88	36.57
RFEP	59.00	54.80	52.04	50.27	52.94
Statewide Minimally Proficient	63.16	63.16	63.16	63.16	63.16

### Grade 11: ELA - Literary Response & Analysis



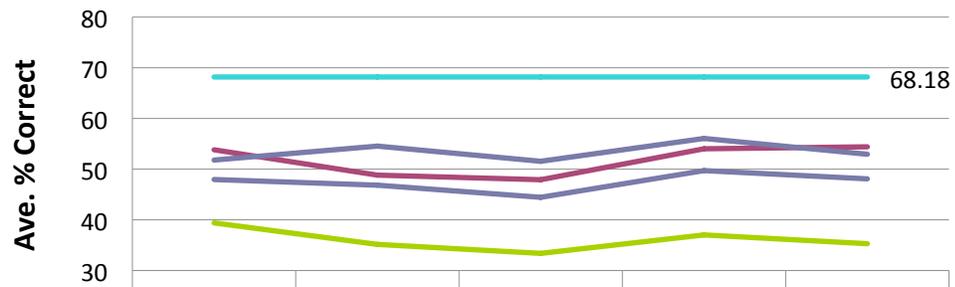
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	42.72	45.57	42.72	44.44	54.58
IFEP	50.82	47.06	46.90	43.78	57.90
LEP	35.26	36.00	34.36	35.70	42.71
RFEP	46.04	51.28	48.58	48.87	59.19
Statewide Minimally Proficient	70.59	70.59	70.59	70.59	70.59

### Grade 11: ELA - Written & Oral Lang. Conventions



	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	54.34	49.46	47.85	52.15	49.87
IFEP	60.89	50.22	56.76	48.06	53.82
LEP	39.84	39.16	34.93	37.77	37.60
RFEP	60.52	55.96	55.70	60.23	54.44
Statewide Minimally Proficient	66.67	66.67	66.67	66.67	66.67

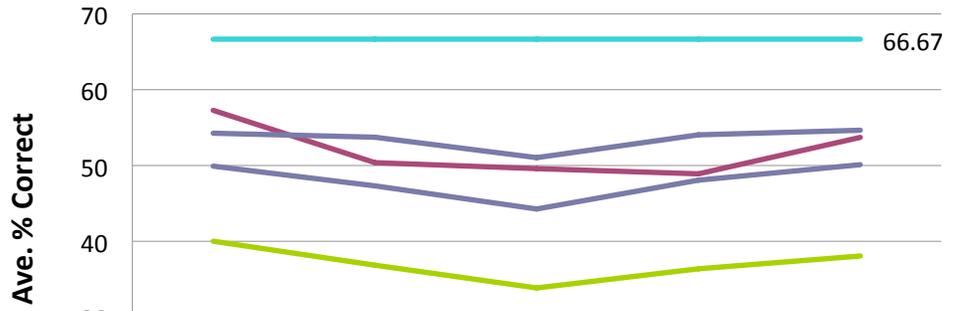
### Grade 11: ELA - Writing Strategies



	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	47.95	46.84	44.44	49.71	48.08
IFEP	53.82	48.82	47.91	54.02	54.40
LEP	39.39	35.15	33.38	37.02	35.29
RFEP	51.79	54.55	51.55	56.05	52.94
Statewide Minimally Proficient	68.18	68.18	68.18	68.18	68.18

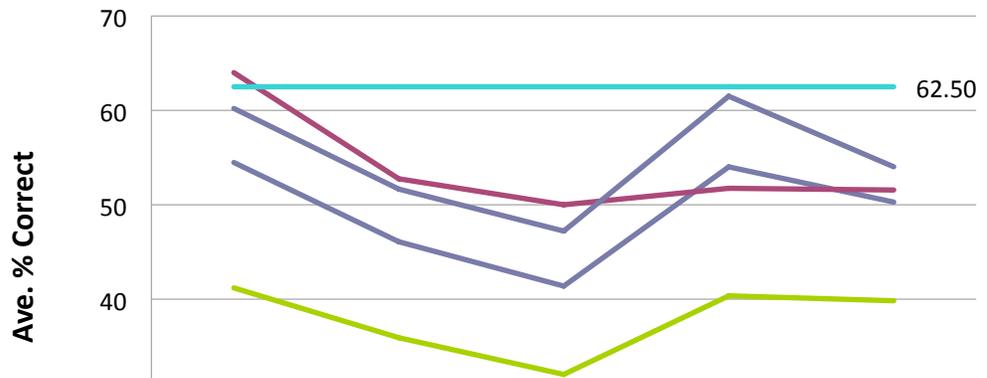
# Appendix 25

### Grade 11: English Language Arts



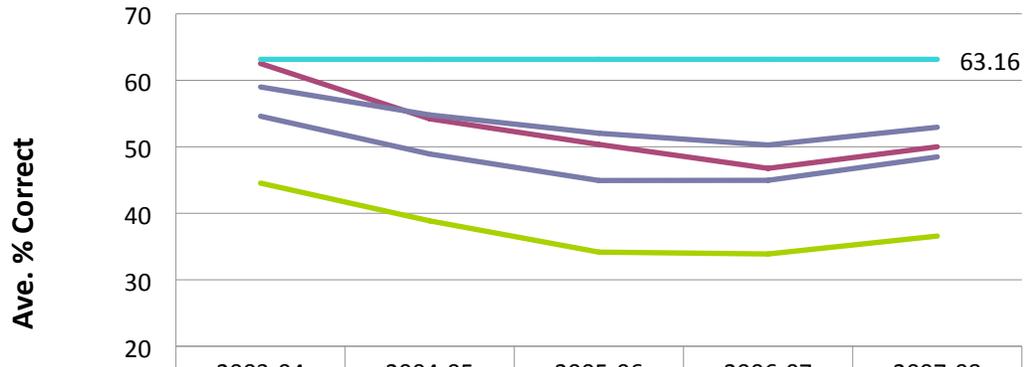
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	49.91	47.31	44.26	48.06	50.11
IFEP	57.28	50.37	49.59	48.90	53.71
LEP	40.01	36.84	33.84	36.37	38.06
RFEP	54.26	53.73	51.04	54.04	54.65
Statewide Minimally Proficient	66.67	66.67	66.67	66.67	66.67

### Grade 11: ELA - Word Analysis & Vocabulary



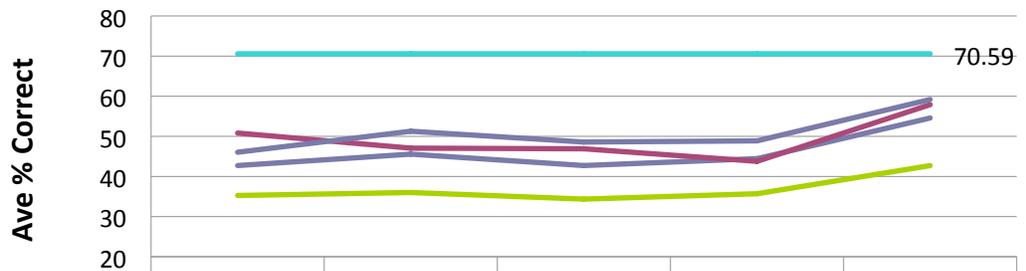
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	54.48	46.08	41.38	54.01	50.28
IFEP	64.00	52.75	50.00	51.74	51.56
LEP	41.20	35.92	32.03	40.35	39.83
RFEP	60.21	51.66	47.21	61.50	54.02
Statewide Minimally Proficient	62.50	62.50	62.50	62.50	62.50

### Grade 11: ELA - Reading Comprehension



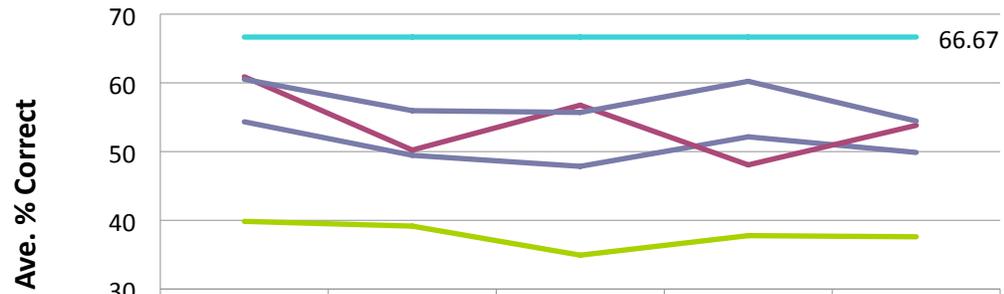
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	54.60	48.92	44.93	44.96	48.49
IFEP	62.53	54.21	50.36	46.76	50.00
LEP	44.54	38.86	34.16	33.88	36.57
RFEP	59.00	54.80	52.04	50.27	52.94
Statewide Minimally Proficient	63.16	63.16	63.16	63.16	63.16

### Grade 11: ELA - Literary Response & Analysis



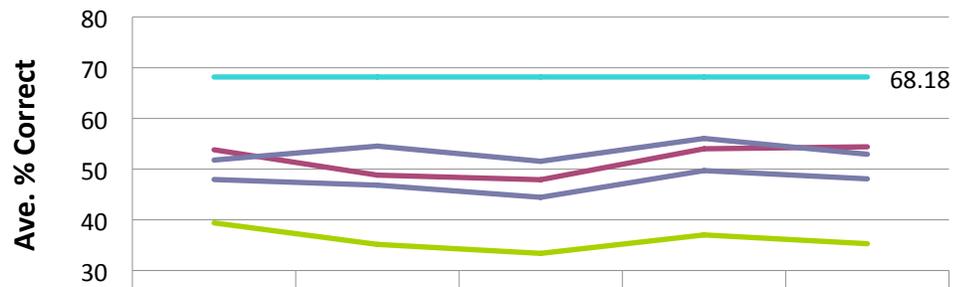
	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	42.72	45.57	42.72	44.44	54.58
IFEP	50.82	47.06	46.90	43.78	57.90
LEP	35.26	36.00	34.36	35.70	42.71
RFEP	46.04	51.28	48.58	48.87	59.19
Statewide Minimally Proficient	70.59	70.59	70.59	70.59	70.59

### Grade 11: ELA - Written & Oral Lang. Conventions



	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	54.34	49.46	47.85	52.15	49.87
IFEP	60.89	50.22	56.76	48.06	53.82
LEP	39.84	39.16	34.93	37.77	37.60
RFEP	60.52	55.96	55.70	60.23	54.44
Statewide Minimally Proficient	66.67	66.67	66.67	66.67	66.67

### Grade 11: ELA - Writing Strategies



	2003-04	2004-05	2005-06	2006-07	2007-08
Hispanic	47.95	46.84	44.44	49.71	48.08
IFEP	53.82	48.82	47.91	54.02	54.40
LEP	39.39	35.15	33.38	37.02	35.29
RFEP	51.79	54.55	51.55	56.05	52.94
Statewide Minimally Proficient	68.18	68.18	68.18	68.18	68.18

# Appendix 26

## PRINCIPAL SELF-EVALUATION RUBRIC

Please circle the most appropriate description in each category.

### INSTRUCTIONAL LEADERSHIP

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
---------	-------	------------	-----------------	---------------	-------------------

#### Category: I.a. Vision/Beliefs/Values.

1. Builds ownership in vision, beliefs, and values so that staff and community articulate them.

Builds ownership in vision, beliefs, and values so that staff articulates them.

Builds ownership in vision, beliefs, and values.

Attempts to build ownership in vision, beliefs, and values.

Does not articulate vision, beliefs or values.

#### Category: I.b. Insight/Strategic Planning

1. Engages staff and community in effective short and long-term planning based on a thorough analysis of a variety of relevant data.

Engages in effective short and long-term planning based on a thorough analysis of a variety of relevant data.

Engages in effective short and long-term planning based on a partial analysis of a variety of relevant data.

Engages in limited short and long-term planning based on a partial analysis of variety of relevant data.

Does not engage in short or long term planning.

2. Systematic observation of teacher practice (pedagogy and content knowledge) results in effective analysis of teacher and student needs, and professional development that leads to improved teacher practice throughout the school.

Systematic observation of teacher practice (pedagogy and content knowledge) results in effective analysis of teacher and student needs, and professional development that leads to some improved teacher practice.

Systematic observation of teacher practice (pedagogy and content knowledge) takes place but does not play a key role in planning professional development.

Observation of teacher practice (pedagogy and content knowledge) takes place inconsistently and results are not used for planning professional development.

Systematic observation of teacher practice (pedagogy and content knowledge) does not take place.

## PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation  
Partnership for Los Angeles Schools

School Year: \_\_\_\_\_

<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Partially meets</b>	<b>Does not meet</b>	<b>Optional Comments</b>
----------------	--------------	-------------------	------------------------	----------------------	--------------------------

**Category: I.b. Inside/Strategic Planning - CONTINUED.**

- |  |   |  |   |   |  |
|--|---|--|---|---|--|
| <input type="checkbox"/> 3. Builds a culture that encourages and supports problem-solving and dialogue about instructional practice that informs planning for significant improvement in student achievement. Data indicate learning is accelerating for all groups of students. | <input type="checkbox"/> Builds a culture that encourages and supports problem-solving and dialogue about instructional practice that informs planning for the improvement of student achievement. Data indicate students are making steady progress. | <input type="checkbox"/> Builds a culture that encourages and supports problem-solving and dialogue about instructional practice that informs planning for the improvement of student achievement. | <input type="checkbox"/> Builds a culture that encourages and supports problem-solving and dialogue about instructional practice. | <input type="checkbox"/> Does not support, problemsolve and dialogue about instructional practice.                      |  |
| <input type="checkbox"/> 4. Effectively utilizes district and outside generated resources (i.e., personnel, time, funding) to maximize the effectiveness of school plans, structures and programs, resulting in the improvement of teacher practice and student learning.        | <input type="checkbox"/> Effectively utilizes district resources (i.e., personnel, time, funding) to maximize the effectiveness of school plans, structures and programs, resulting in the improvement of teacher practice and student learning.      | <input type="checkbox"/> Utilizes allocated funding resources to support school plans, structures and programs, and the improvement of teacher practice and student learning.                      | <input type="checkbox"/> Utilizes allocated funding resources in response to teachers' basic needs and requests.                  | <input type="checkbox"/> Resources are not aligned with the improvement of practice and student learning as a priority. |  |

## PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation  
Partnership for Los Angeles Schools

School Year \_\_\_\_\_

<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Partially meets</b>	<b>Does not meet</b>	<b>Optional Comments</b>
----------------	--------------	-------------------	------------------------	----------------------	--------------------------

**Category: I.c. Improvement of Instructional Practice/Student Performance**

- |  |   |   |   |   |  |
|--|---|---|---|---|--|
| <input type="checkbox"/> 1. Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation. Data indicate improved teacher practice with accelerated achievement for all groups of students.  | <input type="checkbox"/> Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation. Data indicate improved teacher practice with steady student achievement progress. | <input type="checkbox"/> Implements a system for monitoring teacher practice to assess the results of professional development, and makes adjustments to improve professional development based on observation. | <input type="checkbox"/> Implements a teacher practice monitoring system but does not use results to assess effectiveness of professional development for teachers. | <input type="checkbox"/> Does not implement a teacher practice monitoring system. |  |
| <input type="checkbox"/> 2. Principal and teachers are actively engaged in work that aligns the vision of exemplary instruction with daily practice. The focus is on acquiring and deepening a body of professional skill and knowledge that is learned and developed over time. Principal creates an adult learning environment where everyone plays a role in building capacity of colleagues. | <input type="checkbox"/> Principal and teachers are actively engaged in work that aligns the vision of exemplary instruction with daily practice. The focus is on acquiring and deepening a body of professional skill and knowledge that is learned and developed over time.                     | <input type="checkbox"/> Principal can describe exemplary teaching practice and articulate clear expectations for improvement of instruction.   | <input type="checkbox"/> Principal can describe exemplary teaching practice.  | <input type="checkbox"/> Principal cannot describe exemplary teaching practice.   |  |

## PRINCIPAL SELF-EVALUATION RUBRIC

Principal Performance Evaluation  
Partnership for Los Angeles Schools

School Year \_\_\_\_\_

<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Partially meets</b>	<b>Does not meet</b>	<b>Optional Comments</b>
----------------	--------------	-------------------	------------------------	----------------------	--------------------------

**Category: I.c. Improvement of Instructional Practice/Student Performance-CONTINUED.**

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
| <input type="checkbox"/> 3. Assesses and monitors the learning status and progress of students schoolwide and by subgroup. This data are used to inform practice and drive acceleration in achievement schoolwide and by subgroup. | <input type="checkbox"/> Assesses and monitors the learning status and progress of students schoolwide and by subgroup. This data are used to inform practices that improve student achievement. | <input type="checkbox"/> Assesses and monitors learning status and progress of student schoolwide. Information is used to improve achievement. | <input type="checkbox"/> Monitors student learning but does not use the information to inform and drive student achievement. | <input type="checkbox"/> Has no visible or articulated plan for assessing and monitoring student learning. |  |
|--|--|--|--|--|--|

**Category: I.d. Student Achievement.**

- |  |  |  |   |  |  |
|--|--|--|---|--|--|
| <input type="checkbox"/> 1. School exceeds API school-wide and subgroup performance targets. | <input type="checkbox"/> School meets API schoolwide and subgroup performance targets. | <input type="checkbox"/> School meets API school-wide performance targets. | <input type="checkbox"/> School meets at least one API subgroup performance target. | <input type="checkbox"/> School does not meet API school-wide or subgroup performance targets. |  |
|--|--|--|---|--|--|

**Category: I.e. Professional Development of Staff.**

- |  |   |  |  |   |  |
|--|---|--|--|---|--|
| <input type="checkbox"/> 1. Uses knowledge of the principles of adult learning for the purpose of coaching and improving teacher practice. Classroom visits indicate that a majority of the staff has significantly improved their practice. | <input type="checkbox"/> Uses knowledge of the principles of adult learning for the purpose of coaching and improving teacher practice. Classroom visits indicate that teacher practice. Is steadily improving. | <input type="checkbox"/> Uses knowledge of the principles of adult learning for the purpose of coaching and improving teaching practice. | <input type="checkbox"/> Knowledge of the principles of adult learning is not reflected in coaching/teaching practice. | <input type="checkbox"/> Does not demonstrate nor articulate knowledge of the principles of adult learning processes. |  |
| <input type="checkbox"/> 2. Utilizes the majority of teacher staff members to train others and build   | <input type="checkbox"/> Utilizes many teacher staff members to train others and build teacher  | <input type="checkbox"/> Utilizes some teacher staff members to train others and build teacher capacity.                                 | <input type="checkbox"/> Inconsistently utilizes the skills of some teacher staff members                              | <input type="checkbox"/> Cannot articulate a plan for building capacity at the site.                                  |  |

## PRINCIPAL SELF-EVALUATION RUBRIC

teacher capacity on site based on differentiated teacher strengths and areas that require growth.

capacity on site based on differentiated teacher strengths and areas that require growth.

to train other staff.

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### **ORGANIZATIONAL LEADERSHIP**

<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Partially meets</b>	<b>Does not meet</b>	<b>Optional Comments</b>
----------------	--------------	-------------------	------------------------	----------------------	--------------------------

#### **Category: II.a. Managing Human Resources.**

- |   |   |   |  |  |  |
|---|---|---|--|--|--|
| <input type="checkbox"/> 1. Create a school environment in which staff seek and effectively engage in new roles and responsibilities that are responsive to identified school needs and contribute to improved student achievement. | <input type="checkbox"/> Creates a school environment in which staff are willing to take on new roles and responsibilities that are responsive to identified school needs and contributes to improved student achievement | <input type="checkbox"/> Uses skills and interest of staff to assign roles and responsibilities; monitors and supervises completion of assignments.     | <input type="checkbox"/> Delegates tasks appropriately but does not provide ongoing supervision                        | <input type="checkbox"/> Makes poor decisions about delegating tasks to staff.                                       |  |
| <input type="checkbox"/> 2. Consistent with contractual requirements, utilizes the evaluation process as a tool for teachers to reflect upon and improve professional practice  | <input type="checkbox"/> Consistent with contractual requirements, completes the staff evaluation process and connects it to the process of improving teacher practice.   | <input type="checkbox"/> Consistent with contractual requirements, completes the evaluation process but fails to connect it to the improvement process. | <input type="checkbox"/> Initiates evaluation process but is inconsistent in completing all stages in a timely manner. | <input type="checkbox"/> Does not follow the contracted time lines for performance evaluation of certificated staff. |  |

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<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Partially meets</b>	<b>Does not meet</b>	<b>Optional Comments</b>
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**Category : II.b. Managing Self.**

- |  |   |   |   |  |  |
|--|---|---|---|--|--|
| <input type="checkbox"/> 1. Effective and appropriate delegation of responsibilities enables leader to identify and implement solutions to school-identified needs that lead to increased student achievement. | <input type="checkbox"/> Delegation of appropriate activities and tasks for greater involvement in instructional program.                                     | <input type="checkbox"/> Plans and executes the appropriate delegation of tasks and responsibilities .<br>Manages responsibilities in a timely and accurate manner. | <input type="checkbox"/> Does not have a consistent plan to delegate tasks and responsibilities. Addresses high priority initiatives, but is not always able to fulfill other important tasks in a timely manner. | <input type="checkbox"/> Overwhelmed by workload and is not able to prioritize effectively.      |  |
| <input type="checkbox"/> 2. Regularly acquires and deepens new skills and knowledge that contribute to improved school leadership.   | <input type="checkbox"/> Proactively seeks out a broad range of professional development opportunities based on performance feedback and personal reflection. | <input type="checkbox"/> Identifies self-development needs through performance feedback and personal reflection   | <input type="checkbox"/> Participates in personal professional development programs only when informed of the need  | <input type="checkbox"/> Unable to identify and address personal professional development needs. |  |

## PRINCIPAL SELF-EVALUATION RUBRIC

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### **Category :II c. Daily Management of School**

- |  |   |  |   |   |
|--|---|--|---|---|
| <input type="checkbox"/> 1. Consistently monitors site administrative and operational procedures /practices for effectiveness and revises as needed to significantly improve efficiency of school operations | <input type="checkbox"/> Employs effective site administrative and operational procedures/practices and monitors them periodically for efficiency | <input type="checkbox"/> Employs effective site administrative and operational procedures/practices. | <input type="checkbox"/> Procedures/practices for site administrative and operational functions occasionally effective. | <input type="checkbox"/> Procedures/practices for site administrative and operational functions are not effective |
| <input type="checkbox"/> 2. Establishes, communicates, and implements ongoing processes to anticipate, assess, and effectively respond to crises and conflicts.  | <input type="checkbox"/> Develops approaches to resolving crises and conflicts and responds to crises effectively                                 | <input type="checkbox"/> Addresses crises and conflicts appropriately.                               | <input type="checkbox"/> Reacts to crises and conflicts and attempts to resolve them.                                   | <input type="checkbox"/> Reactions to crises and conflicts are not effective.                                     |

## PRINCIPAL SELF-EVALUATION RUBRIC

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Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
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**Category: II d. Management of Finances/Resources**

- |  |  |   |  |  |  |
|--|--|---|--|--|--|
| <input type="checkbox"/> 1. Ensures the involvement of the total school community in setting priorities to utilize resources effectively and appropriately to meet current /changing school needs. | <input type="checkbox"/> Ensures the involvement of the total school community in setting priorities to utilize resources effectively and appropriately. | <input type="checkbox"/> Sets resources priorities and manages and allocates resources effectively. | <input type="checkbox"/> Manages allocated resources, but fails to set priorities. | <input type="checkbox"/> Fails to plan for the use of all available resources. |  |
|--|--|---|--|--|--|

**PARENT COMMUNICATIONS/COMMUNITY RELATIONS**

Exceeds	Meets	Approaches	Partially meets	Does not meet	Optional Comments
---------	-------	------------	-----------------	---------------	-------------------

- |  |   |   |  |   |  |
|--|---|---|--|---|--|
| <input type="checkbox"/> 1. Establishes and implements strategies for regular, effective, timely and respectful communication with parents about student achievement, and school programs, policies, and events. | <input type="checkbox"/> Conducts effective, timely, and respectful communication with and parents about student achievement, and school programs, policies and events. | <input type="checkbox"/> Usually conducts respectful communication with parents about student achievement, and school programs, policies and events | <input type="checkbox"/> Infrequently communicates with parents about student achievement, and school programs, policies and events. | <input type="checkbox"/> Fails to provide information to parents about student achievement, and school programs, policies and events. |  |
| <input type="checkbox"/> 2. Establishes, monitors, and appropriately modifies strategies to ensure a positive school environment that fosters effective  | <input type="checkbox"/> Establishes a positive school environment that fosters effective communication among parents and school staff in order to create support       | <input type="checkbox"/> Establishes a school environment that provides for communication among parents and school staff.                           | <input type="checkbox"/> Establishes a school environment that allows for infrequent communication among parents and school staff.   | <input type="checkbox"/> Communication among parents and school staff is ineffective.   |  |

## PRINCIPAL SELF-EVALUATION RUBRIC

communication among parents and school staff in order to create high levels of support for student success.

for student success.

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<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Partially meets</b>	<b>Does not meet</b>	<b>Optional Comments</b>
----------------	--------------	-------------------	------------------------	----------------------	--------------------------

**PARENT COMMUNICATIONS/COMMUNITY RELATIONS-CONTINUED.**

3. Encourages and recruits parents to assume leadership roles in a variety of parent organizations and school level groups to ensure student success and foster a positive school environment.

Encourages and recruits parents to serve on a variety of parent organizations and school level groups to ensure student success and foster a positive school environment.

Encourages parent participation on a variety of parent organizations and school level groups.

Infrequently encourages parent participation on a variety of parent organizations and school level groups.

Does not encourage parent participation on a variety of parent organizations and school level groups.

4. Establishes a culture in which staff collaboratively obtain and sustain support from district and community representative to address school needs.

Identifies and implements effective strategies for obtaining support from district and community representatives to address school needs.

Occasionally speaks support from district and community representatives to address school needs.

Accepts support when offered from district and community representatives to address school needs.

Fails to accept support when offered from district and community representatives to address school needs.

# Appendix 27

# PLAS Teacher Satisfaction Survey 2008-09

## How is the Partnership for Los Angeles Schools (PLAS) Doing?

At the Partnership for Los Angeles Schools (PLAS), we're committed to monitoring the quality of the services and support we provide, as part of an ongoing improvement process. We would appreciate your feedback on our performance. (All submissions are anonymous.)

1. When thinking about the quality and conditions of your school for both you and your students, is it better or worse when compared to the 2007-08 school year?

Much better     Somewhat better     About the same     Somewhat worse     Much worse     Don't know

2. Overall, how do you rate the quality of our work and the services we provide to your school?

Excellent     Good     Adequate     Poor     Don't Know

3. Do you understand what role the Partnership plays in supporting your school?

Yes - very clear     Sometimes - ambiguity exists     No - totally unclear

4. Please list your top three concerns either about your school or the supports that PLAS provides.

5. Please provide some specific steps or suggestions that you believe the Partnership should take in order to address your concerns.

6. Please share any additional comments or concerns that you may have.

# PLAS Teacher Satisfaction Survey 2008-09

7. Please rate the following aspects of our work.

	Excellent	Good	Adequate	Poor	Don't Know
Understanding the needs of your school	<input type="radio"/>				
Communicating clearly and effectively	<input type="radio"/>				
Keeping you informed of progress	<input type="radio"/>				
Meeting timelines	<input type="radio"/>				
Working with staff	<input type="radio"/>				
Providing value	<input type="radio"/>				
Responding promptly to problems	<input type="radio"/>				
Meeting overall expectations	<input type="radio"/>				

\* 8. School Name (REQUIRED):

- 99th Street Elementary
- Figueroa Street Elementary
- Gompers Middle School
- Hollenbeck Middle School
- Markham Middle School
- Ritter Elementary
- Roosevelt High School
- Santee Education Complex
- Stevenson Middle School
- Sunrise Elementary
- No response

# Appendix 28

# FACE Family Engagement Rubric\*

4-5

## Exemplary Family and Community Engagement

- Principal actively involved in Family Engagement or Empowered Assistant Principal/Coordinator driving work
- Establishes numerous methods by which parents can become involved in their children's education
- Well designed family engagement programs that link their participation to supporting student learning in the classroom
- Creates a welcoming environment for families and welcoming signage is evident at school
- Utilizes multiple media types for communicating with school families

3

## Active Family and Community Engagement

- Set policies that give the impression parents may become more involved in the school
- Has programs and workshops geared toward parents and families
- Some parts of school are welcoming to parents
- Periodically sends home communication to families
- Has 1-2 people in charge of Family Engagement
- Principal marginally involved in Family Engagement or has given a marginal responsibility to lead administrator

1-2

## Marginal Family and Community Engagement

- Parents are marginally involved in the school site activities
- Workshops are sparse with no purpose or plan behind them
- Communication is sparse
- Periodically sends home communication to families
- Has 1 or no people responsible for Family Engagement and parent concerns
- Principal has limited involvement in setting expectations to schools site or has not given authority to lead administrator



\*Please refer to the comprehensive family engagement rubric

# Appendix 29



LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM

**TITLE:** Uniform Complaint Procedures (UCP) 2008-2009  
**NUMBER:** MEM-4210.0  
**ISSUER:** Jess Womack, Interim General Counsel  
Office of the General Counsel  
**DATE:** May 28, 2008

**ROUTING**  
All Employees

**POLICY:** The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination. The District shall seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title 5 Regulations and in accordance with the policies and procedures of the District.

This Memorandum, issued annually and applicable to the 2008-2009 school year, clarifies that uniform complaints may be used to file noncompliance or unlawful discrimination complaints and/or to appeal District decisions regarding such complaints. Uniform complaint brochures are available at all school sites in the primary languages of that school community. Complainants are encouraged, where possible to try to resolve their complaints directly at the school or work site or in their local district office.

A written notice regarding uniform complaint procedures must be disseminated annually to staff, students, parents or guardians, appropriate private school officials or representatives, and school and other interested parties including district advisory committees. Distribution may be in any form (newsletter, memorandum, staff/student/parent handbook, etc.) that will reach the school community.

**MAJOR CHANGES:** This Memorandum replaces MEM-4047.0, "Uniform Complaint Procedures (UCP) 2007-2008," issued on March 3, 2008, by the Office of the General Counsel.

**GUIDELINES:** The following guidelines apply.

I. BACKGROUND

These Uniform Complaint Procedures were developed by the Los Angeles Unified School District (District) pursuant to Title 5, California Code of Regulations, Sections 4600-4687, during the 1992-1993 school year. The District's uniform complaint procedures may be used to file complaints with the District or to appeal District decisions which concern unlawful discrimination under the following federal/state laws: Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990 (ADA) for the charges of discrimination based on mental or physical disability; Title IX of the Education Amendments of 1972 charges of discrimination/harassment based on



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sex including charges of sexual harassment and Title VI of the Education Amendments of 1964 for charges of discrimination based on race, color or national origin. Section 4900, et, seq. includes sexual identification, gender identity, ethnic identification and ancestry.

**II. GENERAL INFORMATION**

A. The Uniform Complaint Procedures may be used for complaints or allegations of noncompliance involving the following educational programs and complaints alleging violations of the following nondiscrimination protections:

1. Adult Education
2. Allegations of unlawful discrimination including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District that is funded directly or receives any state funds.
3. Career/Technical Education
4. Child Development
5. Child Nutrition Services
6. Consolidated Aid Categorical Programs
7. Migrant and Indian Education
8. Special Education

B. Complaints pertaining to the following may be referred for resolution to the indicated state or federal agency, as appropriate:

1. Allegations of suspected child abuse shall be referred to the applicable Los Angeles County Department of Social Services, Protective Services Division, or the appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services, for licensed facilities.



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3. Allegations of fraud shall be referred to the responsible division/branch/department/unit/local district administrator or to the Inspector General.
4. Employment discrimination complaints shall be referred to the District's Equal Employment Opportunity Office or may be sent to the State Department of Fair Employment and Housing (DFEH).

III. RELATED DEFINITIONS

Title 5, California Code of Regulations provides the following definitions:

- A. Appeal: A request made in writing to a level higher than the original reviewing level by an aggravated party requesting reconsideration or a reinvestigation.
- B. Complainant: An individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging a violation of federal or state laws or regulations, including allegations of unlawful discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state.
- C. Complaint: A written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the District shall assist the complainant in the filing of the complaint.
- D. Complaint Investigation: Administrative process used by the District, the California Department of Education (CDE), or the U.S. Department of Education (USDE) for the purpose of gathering data regarding the complaint.
- E. Complaint Procedure: An internal process used by the District to process and resolve complaints.
- F. Compliance Agreement: An agreement or plan, following a finding or District noncompliance with state laws and regulations, which has been developed by the District and approved by the California Department of Education to resolve a noncompliance issue.
- G. Days: Calendar days unless otherwise designated.



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- H. Direct State Intervention: The steps taken by the California Department of Education to initially investigate complaints or effect compliance.
- I. Local Agency: A school district governing board or a local public or private agency which receives direct or indirect funding or any other financial assistance from the state to provide any school programs or activities or special education or related services.
- J. Mediation: A problem-solving activity whereby a third party assists the parties to the dispute in resolving the complaint. Pursuant to federal law, participation in mediation by complainants filing complaints is voluntary, not mandatory.
- K. State Mediation Agreement: A written, voluntary agreement, approved by the California Department of Education, which is developed by the District and the complainant to the dispute, which resolves the allegations of the complaint.

IV. NOTIFICATION – DISSEMINATION

A. Employees

The *Uniform Complaint Procedures Memorandum* is to be provided to all District employees on an annual basis at the beginning of each school year.

B. Students

The District's formal complaint procedures are provided in the "*Parent Student Handbook*." All schools are required to annually distribute the "*Parent Student Handbook*" to every student at the beginning of each school year or upon their first enrollment into any LAUSD school.

C. Parents and/or Guardians

The District's "*Parent Student Handbook*" may be used to provide parents and guardians notification of the District's formal complaint procedures.

D. District/School Advisory Committees - Other Interested Parties

The *Uniform Complaint Procedures Brochure* may be used to provide information regarding the District's formal complaint procedures to District/School Advisory Committees, as well as other interested parties.



V. CONFIDENTIALITY AND NONRETALIATION

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to those persons with a need to know within the confines of the District's reporting procedures and investigative process.

The District prohibits retaliation in any form for the filing of a complaint or an appeal, reporting instances of non-compliance or discrimination, or for participation in the complaint-filing or investigation process. These confidentiality and nonretaliation requirements extend to all parties involved.

VI. FORMAL COMPLAINT PROCEDURES

A. Complaint Filing

1. Any individual, public agency or organization may file a written complaint, alleging a matter which, if true, would constitute a violation by the District or federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination identified in the General Information section of this document.
2. Any parent/guardian/individual/organization has the right to file a written complaint of discrimination within six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination.
3. A complainant who makes a verbal complaint shall be referred to the administrator/designee who will assist any person with a disability or who is unable to prepare a written complaint.
4. The complainant will submit a written complaint to:

Sue Spears, Director/Compliance Officer  
Los Angeles Unified School District  
Educational Equity Compliance Office  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7682

This person/office shall be considered the representative of the District for purposes of receiving and coordinating responses to complaints and



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correspondence related to this policy.

The District ensures the District administrator/designee assigned to investigate complaints is knowledgeable about the laws/programs that he/she is assigned to investigate and is responsible for compliance. In addition, the District administrator/designee responsible for providing a written report should be a person trained in the Uniform Complaint Procedures (UCP) investigative process. As such, this designee must have knowledge of federal and state laws and regulations pertaining to Uniform Complaint Procedures.

5. The District will provide an opportunity for complainants and/or representatives to present relevant information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

B. Complaint Receipt

The District administrator/designee shall:

1. Acknowledge receipt of the complaint within five calendar days and will review the complaint to determine whether it meets the criteria for filing under the procedures or falls within the exceptions listed in the General Information section.
2. Inform the complainant of the District policy and appeal procedures in those instances when a complaint may be filed directly with the State Superintendent of Public Instruction or another appropriate state or federal agency.
3. Determine whether the complainant and the District representative will participate in mediation to resolve the complaint prior to formal investigation. If the complainant agrees to the mediation, he/she must be, informed that he/she may at any time terminate the mediation process and proceed directly to an investigation. Mediation may not extend the time line for investigation and resolution to the complaint unless the complainant agrees, in writing, to the extension.
4. Determine whether a discrimination complaint has been filed within six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination. Confidentiality of complaints alleging discrimination



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will be observed to the maximum extent possible.

5. Deny the discrimination complaint if it has not been filed in a timely manner, and notify the complainant of his/her right to appeal to the state superintendent of public instruction for an extension of time in which to file the complaint.
6. Refer the complaint for investigation to the appropriate District office/division/branch/unit/local district.
7. Ensure that, within sixty (60) calendar days of the receipt of the written complaint, the complaint has been resolved and/or investigated and that a written report of findings is issued to the complainant. The written report of the investigative findings must contain the allegation(s), method of investigation, policy, findings, conclusion(s), and corrective action(s), if applicable.
8. Obtain an extension of time, if appropriate, in order to conduct the investigation.

### C. Complaint Timeline

1. Each complaint shall be resolved and a written report of investigative findings issued within sixty (60) calendar days of the receipt of the written complaint unless the complainant agrees in writing to an extension of time.
2. If the complainant agrees to mediation, mediation may not extend the time line for investigation and resolution to the complaint unless the complainant agrees, in writing, to the extension.

### D. Complaint Investigation

Each complaint shall be investigated by the appropriate District office/unit/division/branch/local district office. The District office/unit/division/branch/local district office shall:

1. Adhere to a thirty (30) calendar day timeline to request additional information from the complainant as necessary, conduct the investigation, and prepare the final written report of findings.
2. Provide an opportunity for the complainant and/or the complainant's representative and the District's representative to present information that is relevant to the complaint during the meditative or investigative process. Refusal by the complainant to provide the investigator with



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documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

3. Obtain statements from other individuals who were witnesses to the alleged violation or who can provide relevant information concerning the alleged violation.
4. Review documents that may provide information relevant to the alleged violation. When necessary, request clarification on specific issues of the complaint from other District offices (e.g., Parent Community Services Branch, Specially Funded Programs Branch, Division of Special Education, etc.).
5. Have access to applicable District records and/or other information related to the allegation(s) in the complaint. District units or staff who refuse or otherwise fail to cooperate in the investigation or engage in any other obstruction of the investigation, may cause a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.
6. Prepare a written report (in English and in the language of the complainant) of the investigative findings which contains the disposition and rationale for such disposition to include the following: allegation(s), method of investigation, policy and/or applicable law, findings along with supporting information, conclusion(s), corrective action(s), if any, and suggested remedies, if applicable.
7. Within 30 calendar days of receipt of the complaint, forward a draft of the written report of investigative findings to Educational Equity Compliance Office (EECO) for review and final disposition.

### E. Complaint Response

1. The EECO administrator/designee will complete and provide the closing letter, along with the written report of investigative findings, to the complainant and to the appropriate administrator/designee.
2. The closing letter provided to the complainant must include the assurance that the District will not tolerate retaliation against the complainant for opposing District actions, reporting, or threatening to report such actions or for the complainant's participation in an investigation of District actions.



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3. The closing letter provided to the complainant must also include notice of the complainant's right to appeal the District's decision. Local district decisions regarding programs listed in the General Information section may be appealed within fifteen (15) days to the Educational Equity Compliance Office and/or to the California Department of Education.

VII. APPEALS

A. Appeal to the Los Angeles Unified School District

1. Appeals to local district decisions involving allegations of discrimination/harassment may be appealed in writing within fifteen (15) days to the District's Educational Equity Compliance Office.
2. These appeals may be directed to:

Sue Spears, Director, Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7682

3. The complainant shall specify the reason(s) for appealing the decision and include a copy of the local district decision. The District will provide the investigator with access to records and/or other information related to the allegation in the complaint. A final written letter of findings will be provided to the complainant of the disposition of the appeal and rationale for the disposition.

B. Appeals to the California Department of Education (CDE)

1. Appeals of decisions regarding educational programs listed in this document (found in the General Information section) may be appealed to the California Department of Education (CDE) – Categorical Programs Complaints Management by filing a signed written appeal within fifteen (15) days after receiving the District's decision. The written appeal should specify the reason(s) for appealing the decision and include a copy of the District's decision. These appeals should be sent to:

California Department of Education  
Categorical Programs Complaints Management  
1430 N Street - Suite 5408  
Sacramento, California 95814

2. Appeals of decisions regarding allegations of alleged discrimination/harassment listed in this document (found in the General



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Information section) may be appealed to the California Department of Education (CDE) – Office of Equal Opportunity by filing a signed written appeal within fifteen (15) days after receiving the District’s decision. The written appeal should specify the reason(s) for appealing the decision and include a copy of the District’s decision. These appeals should be sent to:

California Department of Education  
Office of Equal Opportunity  
1430 N Street – Suite 6019  
Sacramento, California 95814

3. Appeals of decisions regarding special education compliance may be filed with the California Department of Education (CDE) – Special Education Division by sending a signed written appeal within fifteen (15) days after receiving the District’s decision. The written appeal should specify the reason(s) for appealing the decision and include a copy of the District’s decision. These appeals should be sent to:

California Department of Education  
Special Education Division  
Procedural Safeguards and Referral Services (PSRS)  
1430 N Street - Suite 2401  
Sacramento, California 95814

4. A person who alleges that he or she is a victim of discrimination may not seek civil remedies until at least sixty (60) days after the filing of an appeal with California Department of Education.
5. The sixty-day moratorium imposed by Section 262.3 (d) of the Education Code does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint. (Extensions for filing such appeals may be granted, in writing, by the California Department of Education for good cause).

**VIII. CIVIL REMEDIES**

Pursuant to California Education Code (Section 262.3), persons who have filed a complaint should be advised that civil law remedies may be available to them.



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**AUTHORITY:** This is the policy of the District Superintendent of Schools. The following legal standard is applied to this policy:

*California Code of Regulations, Title 5, Sections 4600 - 4687*

**ASSISTANCE:** For further information, to ask questions, seek assistance regarding the filing of complaints under the Uniform Complaint Procedures, or have questions regarding appeal procedures, contact:

Educational Equity Compliance Office – (213) 241-7682

- Barbara Perttula, Coordinator, Uniform Complaint Procedures
- Sue Spears, Director/Compliance Officer

**ATTACHMENTS:**

- Attachment A – UCP Complaint Form - English
- Attachment A – UCP Complaint Form - Spanish
- UCP Brochure 2008-2009 - English
- UCP Brochure 2008-2009 – Spanish

Translations of the above documents are also available in the following languages: Armenian, Chinese, Farsi, Korean, and Russian. To obtain the translations (Armenian, Chinese, Farsi, Korean, and Russian) of the UCP Complaint Form and UCP Brochure 2008-2009, please contact the Educational Equity Compliance Office at (213) 241-7682.









# How a Complaint is Investigated and Answered

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Each complaint is investigated by the appropriate District office, unit, division, branch, or local district office, which must be concluded within sixty (60) calendar days of the receipt of the written complaint. The investigation and District response include the following:

1. Provide an opportunity for the person or organization complaining and District personnel to present information relevant to the complaint.
2. Obtain specific information from other persons who can provide relevant information concerning the complaint or were witnesses to the alleged violation indicated in the complaint.
3. Review related documents.
4. Prepare written report (in English and in the language of the complaint) of the investigative findings which contains the disposition and rationale for such disposition, including corrective action(s), if any, and suggested remedies, if applicable.
5. Conclude the review within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to extend the time.
6. Notify the person or organization of appeal procedures.

# How to Appeal

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Persons or organizations disagreeing with the District decision, including local district, central office, or school decision, have fifteen (15) days after receipt of the report of findings (decision) to file an appeal. The appeal must be in writing and include a copy of the original complaint, as well as a copy of the District's decision provided to them.

1. If the original complaint involved one of the educational programs (listed 1-8) inside, the appeal should be sent to:

State of California  
Department of Education  
1430 N Street  
Sacramento, CA 95814

2. If the original complaint involved discrimination under the ADA, Section 504, Title VI, or Title IX, and the decision was provided by a local district, school, or other District office, the appeal may be directed to:

Sue Spears, Director  
Educational Equity Compliance  
Los Angeles Unified School District  
333 South Beaudry Ave. – 20<sup>th</sup> Floor  
Los Angeles, CA 90017

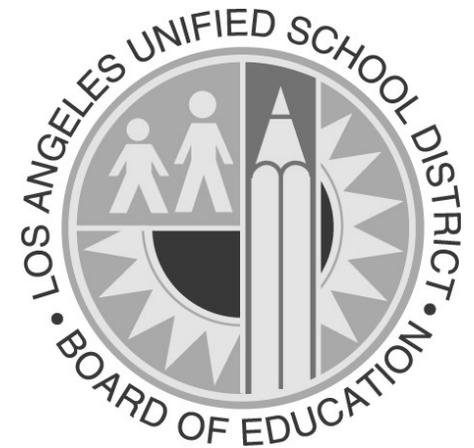
Appeals of local site decisions involving Title VI or Title IX may also be directed to the California Department of Education (see address above) for resolution.

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# Uniform Complaint Procedures

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## 2008 — 2009



## Educational Equity Compliance Office

### (213) 241-7682

Effective July 2008

UCP Brochure English

## Why This Brochure?

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The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. The District shall seek to resolve those complaints in accordance with state law, Title 5, California Code of Regulations.

These same complaint procedures may also be used to file complaints against the District which allege unlawful discrimination under the following federal laws: the Americans with Disabilities Act (ADA) or Section 504 (discrimination based on mental or physical disability); age; ancestry; ethnic group identification; religion; Title VI (discrimination based on race, color, or national origin), and Title IX (discrimination based on gender, actual or perceived sex, sexual orientation), or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Discrimination complaints must be filed within six months from the date the alleged discrimination occurred or the date when knowledge of the facts of the alleged discrimination was first obtained.

**This brochure provides notice by the District that these complaint procedures are available for use under the circumstances described in the brochure.**

## What Programs Are Covered?

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These complaint procedures cover the following educational programs:

1. Adult Education
2. Any other program or activity which receives or benefits from state financial assistance in which unlawful discrimination or harassment occurs against a protected group based on actual or perceived age, ancestry, color, disability (mental or physical), ethnic group identification, gender, national origin, race, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.
3. Career and Technical Education
4. Child Care and Development
5. Consolidated Categorical Programs
6. Migrant and Indian Education
7. Nutrition Services
8. Special Education

## How to Submit a Complaint

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Any person, organization, or public agency concerned about a violation of state or federal regulations governing an educational program listed in this brochure is to submit a written complaint to:

**Sue Spears, Director  
Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, CA 90017**

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site-administrator/designee or by calling the Educational Equity Compliance Office at (213) 241-7682.

The District assures confidentiality to the maximum extent possible. The District prohibits retaliation against anyone who files a complaint or anyone who participates in the complaint investigation process.

Complainants are advised that civil law remedies may also be available to them.

**The sixty (60) day time line for the investigation and District response shall begin when the complaint is received.**

## Cómo se Investiga y se Responde a una Queja

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Cada queja es investigada por la oficina apropiada del Distrito, unidad, división, rama, u oficina del distrito local, la cual debe ser concluida dentro de sesenta (60) días de calendario del recibo de la queja escrita. La investigación y la respuesta del Distrito incluyen lo siguiente:

1. Brindar una oportunidad para la persona o la organización que haya presentado la queja y al personal del Distrito para presentar información relacionada con la queja.
2. Obtener información específica de otras personas que puedan proveer información referente a la queja o fueron testigos de la violación alegada indicada en la queja.
3. Revisar documentos pertinentes.
4. Preparar un informe escrito (en inglés y en el idioma de la queja) de las conclusiones investigadas que contienen la disposición y el razonamiento para tal disposición, incluyendo acción(es) corregidas, si algunas, y soluciones recomendadas, si aplican.
5. El resumen terminara dentro de los 60 días de calendario desde la fecha de que se recibió la queja, a menos que el demandante por escrito esté de acuerdo en extender el plazo.
6. Notificar a la persona o a la organización los procedimientos de apelación.

## Cómo Apelar

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Las personas u organizaciones que estén en desacuerdo con la decisión del Distrito, incluyendo distritos locales, oficina central, o la decisión escolar, disponen de quince (15) días, después de haber recibido el reporte de decisión para archivar una apelación. La apelación debe presentarse en escrito e incluir una copia de la queja original, y también una copia de la decisión tomada por el Distrito local proveído a ellos.

1. Si la queja original tenía que ver con uno de los programas educativos (enumerados de 1-8) dentro, la apelación se le debe enviar a:

State of California  
Department of Education  
1430 N Street  
Sacramento, CA 95814

2. Si la queja original involucra discriminación, bajo el ADA, Artículo 504, Título VI, o el Título IX, y la decisión fue proveída por un distrito local, escuela, u otra oficina del Distrito, la apelación puede ser dirigida:

Sue Spears, Director  
Educational Equity Compliance  
Los Angeles Unified School District  
333 South Beaudry Avenue – 20<sup>th</sup> Floor  
Los Angeles, CA 90017

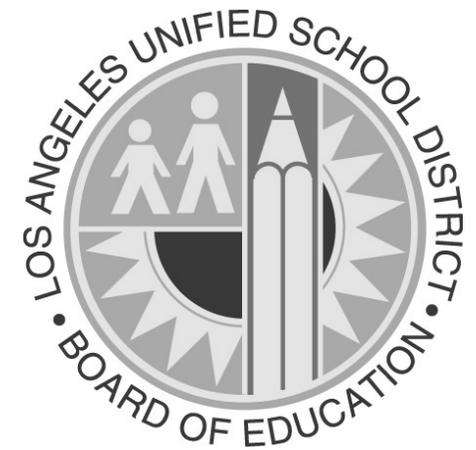
Apelaciones de las decisiones de sitios locales involucrando al Título VI o al Título IX pueden también ser dirigidas al California Departamento de Educación (ver la dirección arriba) para su resolución.

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# Procedimientos Uniformes para Presentar Quejas

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## 2008 — 2009



Oficina de Cumplimiento  
de la Equidad Educativa

**(213) 241-7682**

**Efectivo Julio 2008**

UCP Brochure - Spanish

# El Porqué De Este Folleto

El Distrito Escolar Unificado de Los Angeles tiene la primera responsabilidad para asegurar acatamiento con las leyes y reglamentos estatales y federales aplicables. El Distrito buscará la manera de resolver estas quejas de acuerdo con la ley estatal, Título 5, Código de Reglamentos de California.

Estos mismos procedimientos de quejas se pueden utilizar para presentar quejas contra el Distrito en las que se afirme que ha habido discriminación ilegal bajo las siguientes leyes federales: la ley Americanos con Discapacidades (ADA) o Artículo 504 (discriminación basada en discapacidades físicas o mentales); edad; abolengo; identificación según el grupo étnico; religión; Título VI (discriminación basada en la raza, color o origen nacional) y el Título IX (discriminación basado en género, actual o sexo percibido, orientación sexual) o sobre la base de asociación de una persona con otra o grupo con una o más de estas características actuales o percibidas.

Quejas de discriminación deben presentarse dentro de seis meses a partir de la fecha en que la discriminación ocurrió o la fecha cuando se supo de la supuesta discriminación por primera vez se obtuvo.

**El Distrito proporciona notificación mediante este folleto que estos procedimientos de quejas están disponibles para su uso bajo las circunstancias descritas.**

# ¿Qué Programas Están Incluidos?

Estos procedimientos para presentar quejas cubren los siguientes programas educativos:

1. Educación para Adultos
2. Cualquier programa o actividad que reciba o se beneficie de fondos estatales en el que ocurra discriminación ilegal o acoso contra un grupo protegido basado en edad actual o percibida, abolengo, color, discapacidad (mental o física) identificación según el grupo étnico, género, origen nacional, raza, religión, sexo, o orientación sexual, o en la base de la asociación de una persona con otra o grupo con una o más de estas características actuales o percibidas.
3. Educación Vocacional y Técnica
4. Programas del Desarrollo de los Niños
5. Programas Categóricos Consolidados
6. Educación para Estudiantes Migratorios e Indio Americanos
7. Servicios de Nutrición
8. Programas de Educación Especial

# Cómo Se Presenta Una Queja

Toda persona, organización, o entidad pública preocupada por una violación a los reglamentos federales o estatales que rigen alguno de los programas educativos mencionados en este folleto debe presentar una queja por escrito a:

**Sue Spears, Director  
Educational Equity Compliance Office  
Los Angeles Unified School District  
333 South Beaudry Avenue - 20<sup>th</sup> Floor  
Los Angeles, CA 90017**

Toda persona con una discapacidad o que es incapaz de preparar una queja escrita puede recibir asistencia del sitio-administrador/designado o llamando a la oficina Cumplimiento de la Equidad Educativa al (213) 241-7682.

El Distrito garantiza confidencialidad en el mayor grado posible. El Distrito prohíbe las represalias contra todo aquel que presente una queja o participe en el proceso de investigación de dicha queja.

Reclamantes se les notifica que podrán tener a su disposición remedios jurídicos civiles.

**El plazo de sesenta (60) días de calendario para la investigación y la respuesta del Distrito deberá comenzar cuando se reciba la queja.**

# Appendix 30

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

**TEACHFORAMERICA**

Marshall Tuck  
The Partnership for Los Angeles Schools  
1541 Wilshire Blvd, Suite 200  
Los Angeles, CA 90017

1-08-2010

Teach For America-Los Angeles is pleased to support the Partnership for Los Angeles Schools work to transform teaching and learning so all students have a foundation for academic excellence and personal success, and to turnaround some of the lowest performing schools in LAUSD and implement a scalable reform model that can be replicated district-wide.

To this end Teach For America- Los Angeles has elected to partner with Partnership for Los Angeles Schools 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.

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



AN AMERICORPS PROGRAM

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

TEACHFORAMERICA

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.

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.



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

**TEACHFORAMERICA**

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.

As part of our community partnership with the Partnership for Los Angeles Schools, we are committed to providing corps members to support their efforts to build a diverse staff, to broaden a partnership begun in 2007. We are proud to have 15 current corps members and approximately 15 alumni teaching in various Partnership schools. As a partner with the Partnership for Los Angeles Schools we look forward to expanding our presence within the schools they apply to operate, serving as a pipeline for a diverse and effective teaching staff.



AN AMERICORPS PROGRAM



CREATING COMMUNITIES THAT WORK

520 West 23rd Street • Los Angeles, CA 90007  
Tel 213.763.2520 • Fax 213.763.2729 • www.cdtech.org

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January 11, 2010

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

**Re: The Partnership for Los Angeles School's Public School Choice Application**

Dear Superintendent Cortines:

The Community Development Technologies Center (CDTech) writes to you at this time regarding the Partnership for Los Angeles Schools' application to become the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process.

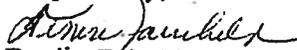
CDTech is a nonprofit 501 (c)(3) community economic development organization providing leadership to a comprehensive community revitalization initiative in the 90011 zip code area known as Vernon-Central in which these schools are located. We have been working in partnership with several of the community's schools on education reform related to building K-20 education and career pathways to careers in growth sector industries since 2007. We currently have working partnerships with Santee and Jefferson high schools, Adams and Carver middles schools and Harmony Elementary School.

As a nonprofit with multiple inter-related partnerships within the community, we are remaining neutral in regard to any of the Public School Choice applications currently being submitted for this school cluster. What we have pledged within our letters accompanying these proposals is that we will support the work of the selected operators of the schools and wish to have existing partnership agreements remain in force so that we are able to continue our important work in collaboration.

We are currently have an active partnership with The Partnership for Los Angeles Schools through the Triple Crown Initiative with Santee High School. Within this context, The Partnership works with the Tri-C Implementation Team to reach out to key stakeholders in the community in order to ensure that students receive a high quality education which will ultimately benefit the entire community.

If you have any questions regarding our working relationship with The Partnership for Los Angeles Schools please feel free to contact us.

Respectfully,

  
Denise Fairchild, Ph.D.  
President



Big Brothers Big Sisters  
**of Greater Los Angeles and the Inland Empire**

**Founder's Club Cornerstones**

Joseph T. and Inez Eichenbaum Foundation  
Alice and Rick Greenthal  
Robert M. Kommerstad  
Barbara and George Wood

800 South Figueroa St., Ste. 620  
Los Angeles, CA 90017

T 213-481-3611

T 800-207-7567

F 213-481-1148

[www.bbbslaie.org](http://www.bbbslaie.org)

January 7, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Big Brothers Big Sisters of Greater Los Angeles writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Big Brothers Big Sisters of Greater Los Angeles works within the CRES, Carver and Jefferson community to empower at-risk youth to achieve their full potential by professionally matching them with responsible adults from the community.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Hector LaFarga, Jr.  
Vice President, Mentoring Programs  
Big Brothers Big Sisters of Greater Los Angeles



LA CONSERVATION CORPS

December 28, 2009

Administrative Offices

Mailing Address: P.O. Box 15868, Los Angeles, CA 90015

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

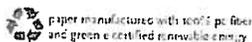
The LA Conservation Corps writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. The LA Conservation Corps works within the CRES, Carver and Jefferson community to provide environmental, community, youth development and after school enrichment programs. We have partnered and collaborated with the Carver and Jefferson community for over twenty years.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Bruce Saito  
Executive Director  
LA Conservation Corps





**500 Lucas Avenue  
Los Angeles, CA 90017  
213.250.4800 phone  
213.250.4900 fax**

January 8, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Bids**

Dear Superintendent Cortines:

Para Los Niños writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Gisselle Acevedo  
President/CEO  
Para Los Niños



# All Peoples Christian Center (Est. 1942)

822 East 20<sup>th</sup> Street • Los Angeles, CA • 90011 • (213) 747-6357 • Fax: (213) 747-0541  
 E-mail: [allpeoples@allpeoplescc.org](mailto:allpeoples@allpeoplescc.org)  
 Website: [www.allpeoplescc.org](http://www.allpeoplescc.org)

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January 7, 2009

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

Dear Superintendent Cortines

**Subject: Letter of Support for the Partnership for Los Angeles School's Public School Choice Applications.**

All Peoples Christian Center write to you in support of the Partnership for Los Angeles Schools selection as the operator of the Central Region Elementary School #18 Carver Middle School and Jefferson High School through the Public School Choice resolution process. All Peoples Christian Center works within the CRES, Carver and Jefferson community as a multi service community center

All Peoples Christian Center has existed in this community for over sixty-seven years promoting and supporting education and community empowerment. As a community agency, we are committed to providing assistance to the school, the students and the parents with information related to the programs available at our facility. The services we offer are the following: a day care, parenting and anger management classes, counseling services, a food distribution program, after school program for students first through high school, computer literacy, summer camp programs and a Retired Senior Volunteer program which places seniors 55 years and older with volunteer opportunities at non-profit and public institutions.

We look forward to partner with the school to increase the outreach efforts to those we serve and to promote academic excellence in the community.

Sincerely,

Larry Gonzales  
 Special Projects Coordinator  
 All Peoples Christian Center



January 7, 2010

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

**Re: Support for the Partnership for Los Angeles Schools Public School Choice Applications**

Dear Superintendent Cortines:

Temple Isaiah writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Temple Isaiah has been working with the Partnership for LA's Schools to create a mentorship program between our community and students of the Santee Education Complex.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Rabbi Zoë Klein  
Senior Rabbi  
Temple Isaiah

January 4, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Walden House writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Walden House works within the CRES, Carver and Jefferson community to provide behavioral health services and is the anchor agency for the Children's Council of Los Angeles in Service Planning Area 6.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,



Demetrius Andreas  
Managing Director of Criminal Justice Programs  
Walden House, Inc.



January 8, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

EVERYBODY WINS! Los Angeles writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of LAUSD schools through the Public School Choice Resolution process. EVERYBODY WINS! Los Angeles works within the LAUSD community to partner the business community with local Title I elementary schools to provide literacy, mentoring and self-esteem support.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support this school to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

A handwritten signature in black ink, appearing to read "Craig Fleishman".

Craig Fleishman  
Executive Director

# BROTHERHOOD *Crusade*

January 7, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

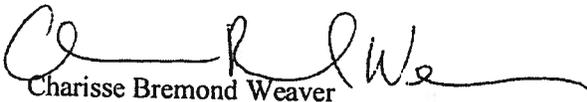
Dear Superintendent Cortines:

The Brotherhood Crusade writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. The Brotherhood Crusade works within the CRES, Carver and Jefferson community to provide a range of services to youth and families within Los Angeles' most underserved communities.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,



Charisse Bremond Weaver  
President and CEO  
Brotherhood Crusade



# CATHOLIC CHARITIES

REVERED GREGORY A. COX  
EXECUTIVE DIRECTOR  
January 7, 2010

OUR LADY OF THE ANGELS REGION  
LOS ANGELES

CARDINAL ROGER M. MAHONY  
ARCHBISHOP OF LOS ANGELES

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

El Santo Niño Community Center writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. El Santo Niño works within the CRES, Carver and Jefferson community in assisting students with the necessary tools they need to achieve good academics and a successful future.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Fernando Sarabia  
Group Worker

January 4, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Federación de Líderes de Sur Central (Federation of Leaders in South Central) writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Federación de Líderes de Sur Central works within the CRES, Carver and Jefferson community to educate, inform, bring resources into the community and support local causes and events.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Pedro Barrera  
 President  
 Federación de Líderes de Sur Central



January 6, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Alianza de Federaciones y Organizaciones Mexicanas writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Alianza de Federaciones y Organizaciones Mexicanas works within the CRES, Carver and Jefferson area to unite the community of Mexican (but not limited to) descent by organizing events that celebrate our rich cultural heritage and supporting the needs of the community.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Antonio Ramirez

Presidente

Alianza de Federaciones y Organizaciones Mexicanas



January 4, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Grupo Altamirano writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. Grupo Altamirano works within the CRES, Carver and Jefferson community to provide resources to families who have lost loved ones and do not have the financial stability to provide proper burial arrangements. We also work supporting local families throughout South Los Angeles.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

Maria Rueda  
Presidenta  
Grupo Altamirano





January 7, 2010

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

**Re: Support for the Partnership for Los Angeles School's Public School Choice Applications**

Dear Superintendent Cortines:

Gangsters For Christ (GFC) writes to you in support of the Partnership for Los Angeles Schools' selection as the operator of Central Region Elementary School #18, Carver Middle School and Jefferson High School through the Public School Choice Resolution process. GFC works within the CRES, Carver and Jefferson community, mentoring to youth to prevent the likelihood of gang involvement.

We believe that The Partnership for Los Angeles Schools is committed to serving the youth of our community. The Partnership's mission is to transform teaching and learning so all students' have a foundation for academic excellence and personal success. The Partnership has made a concerted effort to reach out to key stakeholders in the community in order to ensure that our students receive a high quality education which will ultimately benefit the entire community. This will enable them to graduate prepared for both college and the workplace.

We are confident the Partnership will serve and support these schools to help ensure its future success. We are excited at the opportunity for the Partnership to work with more schools in our community, and we will assist the Partnership in this endeavor. If you have any questions please feel free to contact us and thank you for your time and consideration.

Respectfully,

JAMES JONES  
Executive Director  
Gangsters For Christ

Gangsters For Christ  
James I. Jones Jr., Executive Director  
3870 Crenshaw Blvd., Suite 104  
Los Angeles, CA 90008  
Email Address: [gansgtersforchrist@yahoo.com](mailto:gansgtersforchrist@yahoo.com)  
(213) 925-0974 (Phone)  
(323) 292-3870 (Fax)

# Appendix 31

## Partnership for Los Angeles Schools Leadership Expectations

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Successful school leaders working with the Partnership are expected to...

- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Set high expectations for all students to learn higher level content.
- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
- Use data to initiate and continue improvement in school and classroom practices and student achievement.
- Keep everyone informed and focused on student achievement.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Use and organize time in innovative ways to meet the goals and objectives of school improvements.
- Acquire and use resources wisely.
- Obtain support from the central office and from community and parent leaders for their improvement agenda.
- Continually learn and seek out colleagues who keep them abreast of new research and proven practices.

## **Summary of benefits from a principal's perspective of working with the Partnership**

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- Under Expectations
  - a) The idea of distributed leadership needs to be called out (empowering teachers, classified staff, etc.) in key decisions at the school
  - b) Highlight instructional leadership directly. The need to model lessons, observe and give critical feedback, etc.
  - c) Transparency- The need to be very open and transparent to the school community about all data in terms of both student performance and surveys.
  
- Accountability/Responsibility
  - a) We must make it clear that principals and other administrators will be responsible for student achievement results and for evaluations from parents, teachers, etc.
  - b) Need it clear that everything must be in line with the AALA contract
  - c) Clarify that principals report to the Partnership

# Appendix 32

## Phases of the Principal recruiting process

### **Phase 1: job posting and resume screening**

- Post vacancy on LAUSD's job Board and other hiring agencies and organizations. We actively recruit exceptional candidates.
- We collect and screen all resumes for credentials and basic qualifications.

### **Phase 2: hiring committee interviews**

- Partnership staff will work with each school to develop administrator hiring committees and schedule interviews with candidates. Committees typically consist of an Assistant Principal or Instructional Specialist, UTLA Chairperson, teacher, parent, and Partnership staff.
- The search committees from each school will be in one location and interview all candidates together. Before the interviews, members of the search committee receive recommended interview questions, job description, resumes for candidates and scoring sheets.
- The search committee ranks and makes recommendations for 2-4 candidates as finalists based on their interview scores.

### **Phase 3: final interviews and selection**

- Final round interviews will be conducted based on the specific needs at the school. The final round may include classroom observation, interview questions and other methodologies.
- The Partnership leadership team makes the final selection of the Principal based on input over the process from various stakeholders.

# Appendix 33

# Title I Coordinators' Institute



## Categorical Program Adviser (CPA)/Title I Coordinator

During the regular school day (six hours), the duties performed by the CPA/Title I Coordinator must be direct services to the students.

### Direct services include:

- Teaching/in-class intervention
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- Coordinating the identification of eligible students in a Targeted Assistance School Program.

Indirect services must be performed after the six-hour day.

### Indirect services include:

- Monitoring program expenditures
- Distributing program materials
- Providing on-going achievement reports for Title I students to the staff and constituent groups
- Maintaining accurate/updated records of Title I students to share with the staff and constituent groups
- Maintaining accurate/updated records for the Title I student program, including time reporting and equipment inventory
- Assisting with the writing of updates to the *Single Plan for Student Achievement*
- Assisting with the development of the school's *Title I Parent Involvement Policy and Parent-School Compact*
- Serving as a resource for and providing assistance to the school site leadership teams in conducting on-going categorical monitoring and planning related to the program.

Categorical program advisers (CPAs) *are not* assistant principals nor are they responsible for testing. The CPAs should support the instructional and program needs of participants.

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site.



## K-12 Bridge Coordinator

All schools are required to provide appropriate instruction, intervention, and services to students with disabilities. These services are supervised by the principal and implemented by general and special education teachers:

- Core instruction
- Tier 1 Intervention in the core program
- Establishment of student learning centers
- Professional Development
- State Mandated Intervention
- Maintenance of required data and reports

The Bridge Coordinator position is designed to support the instructional and compliance activities involved in working with students with disabilities. This position is not to supplant current school responsibilities but should support and enhance the instructional activities in all special education programs.

Based on an analysis of student achievement data, a school may choose to use site-based categorical resources to fund a Bridge Coordinator position to support effective instruction, intervention, and transition support for students with disabilities.

The Bridge Coordinator is part of the school staff and works under the direction of the school-site administrator. They work a six-hour on-site day, and are funded based on the school's calendar.

The Bridge Coordinator duties include the:

- Provision of support and monitoring of supplemental special education activities;
- Provision of professional development for special and general education teachers on effective strategies, accommodations and/or modifications, and in the use of evidence-based interventions for ELA and/or math;
- Provision of support and direction related to the integration of special and general education at the school site;
- Support for parent trainings on strategies that foster learning at home;
- Institute a coaching model to support students with disabilities in special and general education classes;
- Support the interventions resulting from Student Success Teams or Coordination of Services Teams;
- Collaborate with staff, students, and families to implement effective behavior strategies and alternatives to suspension.

Schools participating in categorically funded programs are subject to process evaluation and audit.

The Bridge Coordinator will be involved in the implementation of the *Single Plan for Student Achievement (SPSA)* to assist with the closing of the achievement gap for students with disabilities. The duties of the Bridge Coordinator will be articulated in the SPSA that lists the activities necessary to reach the objectives. Activities in the categorically funded programs are designed to supplement district services.

For additional information, please contact the local district administrator of instruction.

## Budget Terms

**Single Plan for Student Achievement (SPSA)** ... a written plan developed by the school community describing the school's program and how resources will be used to

meet the **supplemental** educational and related needs of participating students. Any major change in the school plan requires an SPSA Update.

For budget terms related to English Learners (EL) expenditures, see page A-19.

## Certificated

**No Child Left Behind (NCLB) Act of 2001** required schools receiving Title I funds to ensure that teachers supported with Title I funds in a targeted assistance school (TAS) are highly qualified and that **all** teachers in a schoolwide program school (SWP) are highly qualified.

Paraprofessionals who assist in classroom instruction and who were hired with Title I funds after July 1, 2002, must have: (1) completed two years of higher education study, (2) obtained an associate's (or higher) degree, or (3) passed a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

### A. Teachers

1. **Categorical Program Adviser** ... during the regular school day (six hours), the duties performed must be **direct services** to the students.

Direct services include:

- Teaching
- Providing demonstration lessons
- Conducting professional development activities, including the facilitation of effective instructional programs
- Conducting program/student evaluation activities
- Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee

- Coordinating the identification of eligible students in a Targeted Assistance School Program

Categorical program advisers (CPAs) **are not** assistant principals nor are they responsible for testing. These personnel should support the instructional and program needs of participants.

CPAs must hold a teaching credential based on a bachelor's degree, teacher preparation, and student teaching to develop, direct, implement or coordinate programs of professional development or curricular development at a school site. (Refer to page A-25 for EL CPA duties)

### 2. Professional Development

**Teacher Regular...** to pay a regular status teacher who attends a training during the basic assignment with federal or state categorical funds.

### 3. Day-to-Day Substitute Teachers...

substitutes may be provided for release of teachers to plan activities related to the categorical program. If funded with categorical resources, the substitute must complete the appropriate time reporting documentation.

### 4. Differential, Coordinating (C basis)

... a supplemental payment which is added to the salary of a highly-qualified teacher for performing additional responsibilities related to a supplemental assignment based on

## **Personnel Positions**

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A description of the supplemental Master Plan-related services provided by each position purchased and the percentage of service time devoted to each targeted student population must be included in the SPSA/SPSA Update and referenced on the Budget Justification Page. All job descriptions included on the budget justification pages must be shared with the person occupying each position to ensure s/he performs the duties as described.

For multi-funded positions, the percentage of time devoted to EL students must be documented. Documentation includes actual time allocated to each program using the Multi-funded Personnel Time Reporting form. In addition, a log of daily activities must be maintained (BUL-2643.4, *Time Reporting Documentation for Federal and State Categorical Programs*).

## **Certificated (1000)**

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**Teachers:** A teacher supported by EIA-LEP funds must be highly-qualified as defined by the NCLB Act of 2001 and hold one of the following state authorizations to teach ELs:

1. Structured English Immersion Program (BCLAD/BCC, CLAD/LDS or SB1969/SB395/SB2042/AB2913)
2. Alternative Basic Bilingual or Dual Language Programs (BCLAD/BCC)
3. Mainstream English Program (CLAD/LDS or SB1969/SB395/SB2042/AB2913)

Teachers of English learners who are supported by EIA-LEP funds must have an appropriate EL authorization may also be supported by EIA-LEP funds.

**Categorical Program Adviser (CPA)/ EL Program Coordinator:** A CPA/EL Program Coordinator must provide direct primary language services in the language spoken by the majority of ELs and their parents.

Examples of direct services to EL students include providing demonstration lessons for teachers of ELs, and in-class primary language instruction or support, when necessary. Examples of direct services to EL parents include providing information on Master Plan program options, parent education activities, and translation of home-school communications. A teacher who holds a BCLAD/ BCC authorization, or

CLAD with A-level fluency, must be given priority when fully or partially funded by EIA-LEP funds. (see REF-1749, *Qualifications and Responsibilities for School-Based English Learner Program Staff*).

This position does not allow for the coordination and administration of CELDT or STAR testing; however, professional development in preparation for the CELDT is allowable.

Schools are advised to multi-fund this position if more than one categorical program will be served. The actual time devoted to direct services for ELs must match the percentage of EIA-LEP funds allocated. A coordinating differential for performing indirect EL program services outside the regular six-hour school day should be budgeted at the same percentage as the position.

**NOTE:** All personnel compensated from more than one funding source must complete either a Semi-Annual Certification or a Multi-funded Time Report form.

For further explanation regarding CPA positions, please refer to pages A-21.

**ELD/Access to Core Professional Development (PD) Coordinator:** An ELD/ Access to Core PD Coordinator must provide direct services to ELs. Examples

Partnership For Los Angeles Schools

**JOB DESCRIPTION**

**CONTENT LITERACY COACH**

<p><b>Primary Job Responsibilities</b></p>	<p><i>Content literacy coaches work with teachers to help them create standards-based lessons that promote literacy development in Language Arts, Math, Science or Social Studies.</i></p> <p>Classroom-Based Coaching</p> <ul style="list-style-type: none"> <li>• Provide literacy-based coaching to Language Arts, Math, Science and/or Social Studies K-12 teachers</li> <li>• Observe teachers in the classroom and provide individualized feedback to help strengthen effectiveness of literacy-rich instruction, using California state standards</li> <li>• Model demonstration lessons, facilitate co-teaching and engage in curriculum development focused on literacy development and standards-based instruction</li> <li>• Use local district instructional tools to train teachers in the cognitive process of unpacking content standards, scaffolding lessons, and completing culminating tasks</li> <li>• Assist teachers in planning intervention and accommodation strategies to improve literacy development for all students, including English learners, students with special needs and all students with diverse learning needs</li> <li>• Provide teachers with supplemental resources to support literacy development</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Design and deliver professional development trainings to improve the delivery of literacy instruction across the content areas</li> <li>• Collaborate with teachers to integrate research-based, culturally responsive teaching strategies and methodologies into the classroom</li> </ul> <p>Related Responsibilities</p> <ul style="list-style-type: none"> <li>• Perform assigned duties which promote Partnership for Los Angeles organizational goals</li> </ul>
<p><b>Qualities Seeking</b></p>	<ul style="list-style-type: none"> <li>• Committed to the achievement of urban youth</li> <li>• Organized and resourceful</li> <li>• Adaptable to various situations and personalities</li> <li>• Comfortable integrating literacy strategies into content-based instruction</li> <li>• Able to promote professional growth among teachers</li> </ul>
<p><b>Work With</b></p>	<ul style="list-style-type: none"> <li>• Reports directly to and is accountable to the school site principal</li> <li>• All teachers within content area(s) at assigned school site(s)</li> <li>• Collaborates with Partnership for Los Angeles staff and school site staff</li> </ul>
<p><b>Qualifications</b></p>	<ul style="list-style-type: none"> <li>• A valid Multiple Subject or Single Subject California teaching credential; 5+ years of full-time teaching experience in middle and/or high school; 2+ years recent teaching experience in California</li> <li>• Bachelor's Degree required; Master's Degree in Education preferred</li> <li>• Experience with literacy development and the use of literacy strategies in the classroom</li> <li>• Content pedagogy and knowledge of Language Arts, Math, Science and/or Social Studies state standards at the middle school level</li> <li>• Experience developing and facilitating professional development trainings for faculty</li> <li>• Prefer experience with English learners and/or students with special needs</li> <li>• Prefer experience teaching in urban schools</li> <li>• Prefer National Board certification</li> </ul>

## PARTNERSHIP FOR LOS ANGELES SCHOOLS VARIOUS VACANCIES

### **Minimum Requirements for administrative positions include:**

- California Administrative Credential
- Master's Degree
- Three years of successful full-time public school certificated service experience
- Master Plan and Multicultural coursework - **Out of District candidates have one year to complete these requirements**

### INSTRUCTIONAL SPECIALIST

#### **Position Description and Responsibilities:**

The Partnership is seeking an accomplished educator to be an Instructional Specialist in a Partnership School. The Instructional Specialist will assist the Principal with the instructional and operational program. The Instructional Specialist will also share responsibility for the performance of the school and will work closely with the Principal on all initiatives to close the achievement gap. S/he will work with an exceptional leadership team that includes leading California educators, a former superintendent of several urban public schools and a former president of a leading charter schools operator. This role will report directly to the School Principal and will be part of the organization's leadership team.

#### **Desirable Qualifications:**

- Classroom and/or administrative experience, preferably in comprehensive public schools in an urban environment.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Ability to plan and conduct professional development for large and small groups
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Computer Literacy at an advanced level
- Excellent human relations/ customer service skills
- Spanish fluency a plus.

#### **Key Duties:**

- Alongside the principal, provide instructional leadership.
- Act as a co-administrator with the School Principal performing duties as assigned by the Principal and to assume administrative responsibility for the school in the absence of the Principal.
- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of caring adults.
- Shape a culture of collaboration driven by student data, continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Set high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervise and support performance of all assigned personnel, provide counseling and assistance as indicated; recommend appropriate action in cases of substandard performance; identify and encourage individual teachers with leadership potential.
- Schedule and provide release time for teachers to visit other teachers
- Lead and direct the assignment of all pupils in such a way as to encourage optimal growth.
- Keep everyone informed and focused on student achievement.
- Lead student learning and instructional practice by being in classrooms daily.
- Lead prevention and intervention strategies designed to support learning challenges for all students.
- Ensure that teachers have the appropriate tools, materials and resources to implement high quality instruction.

- Coordinate and implement teach tanks in core subject areas, schedule and coordinate visits to teach tanks
- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Use and organize time in innovative ways to meet the goals and objectives of school improvement.
- Continually learn and seek out colleagues who keep them abreast of new research and proven practices.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.
- Acquire and use resources wisely.
- Ensure that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.
- Other duties as assigned

LOS ANGELES UNIFIED SCHOOL DISTRICT  
PARTNERSHIP FOR LOS ANGELES SCHOOLS VACANCIES

**Minimum Requirements for administrative positions include:**

- California Administrative Credential
- Master's Degree
- Multicultural coursework - **Out of District candidates have one year to complete these requirements**

**ASSISTANT PRINCIPAL**

**Position Description and Responsibilities:**

The Partnership is seeking an accomplished educator to be an Assistant Principal in a Partnership School. The Assistant Principal will work alongside the School Principal and have responsibility for the performance of the school. S/he will work with an exceptional leadership team that includes leading California educators, a former superintendent of several urban public schools and a former president of a leading charter schools operator. This role will report directly to the School Principal and will be part of the organization's leadership team.

**Experience requirement:**

Three years of successful full-time public school certificated service experience.

**Desirable Qualifications:**

Sufficient amount of successful full-time public school certificated service experience, with no fewer than three years as a teacher.

**Key Duties:**

- Serves as a site instructional leader.
- Act as a co-administrator with the School Principal performing duties as assigned by the Principal involving major portions of school operations and to assume administrative responsibility for the school in the absence of the Principal.
- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of caring adults.
- Shape a culture of collaboration driven by continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Set high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervise, support and evaluate performance of all assigned personnel, provide counseling and assistance as indicated; recommend appropriate action in cases of substandard performance; identify and encourage individual teachers with leadership potential.
- Use data to initiate and continue improvement in school and classroom practices and student achievement.
- Lead and direct the assignment of all pupils in such a way as to encourage optimal growth.
- Keep everyone informed and focused on student achievement.
- Lead student learning and instructional practice by being in classrooms daily.
- Lead prevention and intervention strategies designed to support learning challenges for all students.
- Ensure that teachers have the appropriate tools, materials and resources to implement high quality instruction.
- Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
- Understand the change process and have the leadership and facilitation skills to manage it effectively.
- Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Use and organize time in innovative ways to meet the goals and objectives of school improvement.
- Continually learn and seek out colleagues who keep them abreast of new research and proven practices.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.

- Plan, supervise, and direct the business operations of the school, including management of all assigned specially funded budgets.
- Acquire and use resources wisely.
- Ensure that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.

**Qualifications:**

- Classroom and/or administrative experience, preferably in comprehensive public schools in an urban environment.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Spanish fluency a plus.

# Appendix 34

# Markham Middle School

1650 E. 104<sup>th</sup> St., Los Angeles, CA 90002 Tel:(323) 568-5500 Fax:(323)569-6066

[www.markhameagles.org](http://www.markhameagles.org)

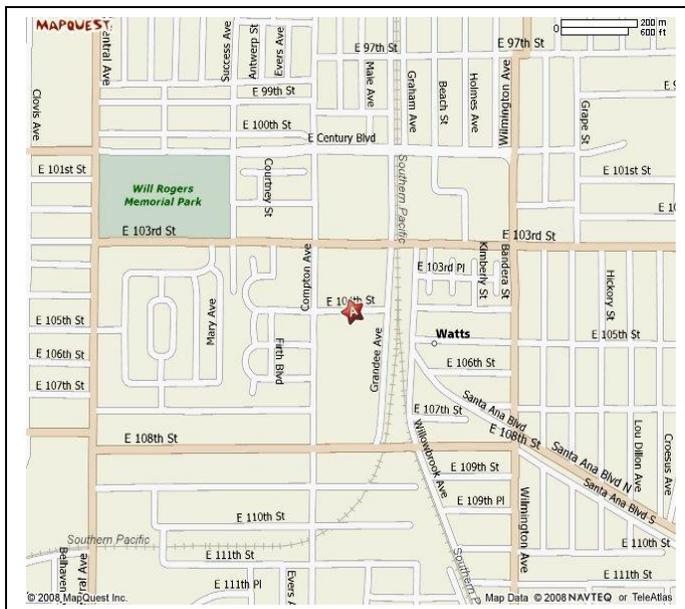
Timothy Sullivan, Principal [timothy.sullivan@lausd.net](mailto:timothy.sullivan@lausd.net)

Precious Taylor-Clifton, Principal [brwneye101@gmail.com](mailto:brwneye101@gmail.com)

Markham Middle School will provide a safe and supportive community of parents and staff committed to engaging students with rigorous curriculum and challenging instructional activities that will enable them to meet and exceed California Content Standards. This learning community will foster positive relations and will encourage all stakeholders to develop outstanding leadership skills and become life-long learners thereby contributing successfully and positively to our global society.



*Home of the Eagles*



Markham Middle School is looking for a team of committed teachers who are willing to go the extra mile to make the difference in the lives of young people in the inner-city. We have excellent opportunities for professional development in the summer and throughout the school year. Teachers work collaboratively to create classroom environments and instructional lesson designs which develop positive outcomes for all students and improve overall academic achievement.

Don't miss the opportunity to become a part of a school that's

**ON THE MOVE!**

Contact Markham Middle school if you are interested in cultivating, supporting and building tomorrow's leaders today.



## Principal's Message

Markham Middle School will provide a safe and supportive community of parents and staff committed to engaging students with rigorous curriculum and challenging instructional activities that will enable them to meet and exceed California Content Standards. This learning community will foster positive relations and will encourage all stakeholders to develop outstanding leadership skills and become life-long learners thereby contributing successfully and positively to our global society.

# Appendix 35

Profile for teachers in Partnership schools, to be customized as desired by the school site.

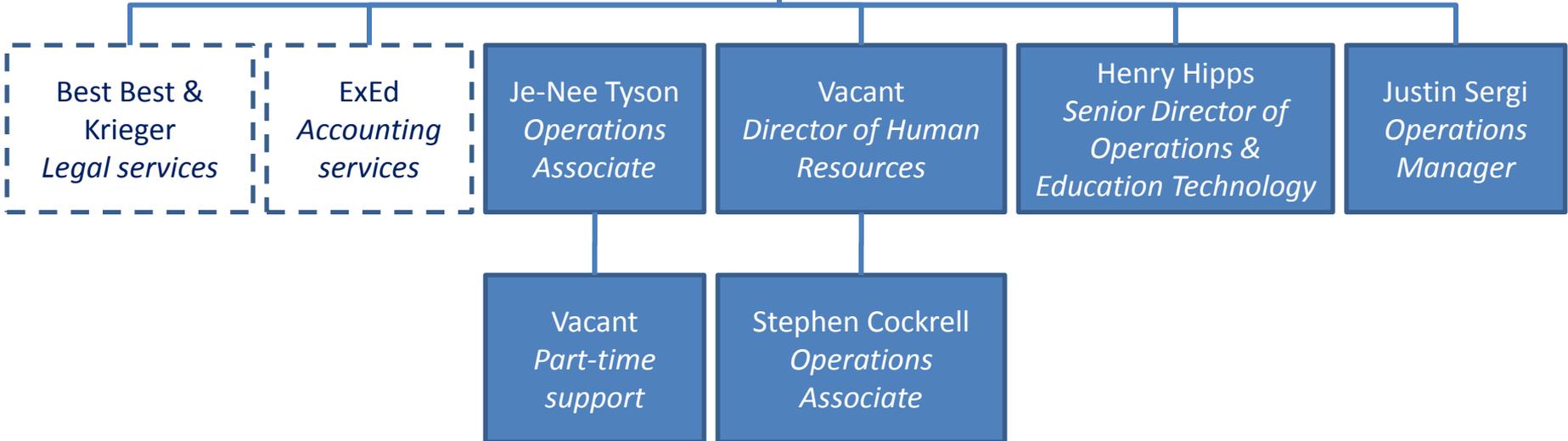
- Have high expectations for all students to master grade level content.
- Be vested in and implement the school's mission and vision to accelerate student achievement.
- Promote a spirit of inquiry by developing professional capacities for adaptivity, including:
  - Collegial Interaction: using self-knowledge, craft knowledge, and interpersonal skills to for a web of reciprocal relationships and service to others.
  - Cognitive Processes of Instruction: managing multiple goals simultaneously, aligning one's work with one's colleagues, and learning from experience in the classroom.
  - Knowledge of the Structure of the Discipline: moving beyond knowing the curriculum to knowing the organizational schema of the chosen field/content area, including significant ideas in the discipline and how they relate to one another.
  - Self-knowledge, Values, Standards, and Beliefs: having clarity about personal standards and being able to effectively communicate these expectations to students.
  - Have a Repertoire of Teaching Skills: openness to continual improvement and refining of the teaching craft.
  - Know about Students and How They Learn: knowing students as people, who they are and from where they come. Teachers should also know how their students learn. This is informed by learning styles, developmental stages of intellectual growth, cultural differences, and gender differences.
- Use data effectively to understand student needs, plan lessons, and systematically focus on improving classroom practice.
- Have an understanding of culturally relevant and responsive pedagogy.
- Make parents partners in their student's education and seek out opportunities for parent and educator collaboration.
- Engage with the Partnership, the community, and parent leaders through the shared governance process.

# Appendix 36

☐ Consultant  
■ Employee

Marshall Tuck  
*Chief Executive Officer*

Mark Kleger-Heine  
*Chief Operating Officer*



Bios for Partnership operations team members.

Mark Kleger-Heine

*Chief Operating Officer*

Mark Kleger-Heine joined the Partnership after 4 years at McKinsey & Company, a global management consulting firm. At McKinsey, Mark counseled senior executives in nonprofit and government organizations, as well as large biotech and medical device companies. Prior to McKinsey, Mark was the Deputy Director for Project GRAD Los Angeles in the northeast San Fernando Valley. Mark has also worked in several community-based nonprofit organizations working within the public school sector. He began his career as a 4th, 6th, 8th and 9th grade math teacher in Brooklyn, New York. Mark has an MBA from Columbia's School of Business and a Masters in Public Administration from Woodrow Wilson School at Princeton University, with a concentration in Domestic Policy. He graduated summa cum laude from Yale University with a degree in Psychology.

Henry Hipps

*Senior Director of Operations and Education Technology*

Henry Hipps has extensive experience designing and managing strategy and operations initiatives that improve the performance of organizations that are faced with complex problems. Most recently, he was CEO of Trajectory Learning, a K-12 e-learning company that develops Web-based software that addresses learning styles and cultural relevance to improve the engagement and academic performance of schoolchildren. As an Engagement Manager for IBM Business Consulting, he led global teams on business transformation projects for several Fortune 500 clients and multinationals based in France, Saudi Arabia, UK, Switzerland, the Netherlands and other countries. As an independent consultant, he has developed go-to-market and operations strategies for new ventures in the U.S., Latin America and Europe. Henry earned a B.S. in Engineering from University of Pennsylvania and an M.S in Engineering from Georgia Institute of Technology. In 2001 and 2002, Henry was awarded a Fulbright Scholarship to advise high-potential startups in Argentina, Uruguay and Brazil.

Justin Sergi

*Operations Manager*

Justin Sergi joined the Partnership after completing his MBA with honors from Thunderbird School of Global Management in Phoenix, Arizona. Prior to beginning his graduate studies, Justin spent five years with General Mills, Inc., a consumer products company. During his time at General Mills, Justin worked in positions of increasing responsibility, ranging from project management to business development. Justin was also a part of the leadership development program at General Mills. In 2009, Justin was a Fellow with Education Pioneers, working for the Los Angeles County Office of Education (LACOE), Head Start Division, on fiscal and budgetary efforts. At LACOE, Justin designed and implemented a budget monitoring tool that allowed senior management to more proactively manage how \$200 million was spent annually. His passion for assisting in the Partnership's efforts stems both from this experience as well as his upbringing, growing up with parents in elementary and middle school education and administration.

## Stephen Cockrell

### *Operations Associate*

Stephen Cockrell has accepted a public interest deferral from DLA Piper, a New York law firm, allowing him to work in education reform for this year. While working with DLA Piper, Stephen was part of a team that helped Edison Schools expand their supplemental education services to 22 additional states. During law school, Stephen worked with the Education Law Center on a host of projects, including expanding New Jersey's 0-3 Early Childhood Initiative. Most recently, he helped analyze New Jersey's Abbott Regulations as a potentially replicable model to ensure opportunities to learn for all students. Originally from Birmingham, AL, Stephen received his B.A. from Yale and his J.D. from Columbia.

## A. Je-Nee Tyson

### *Operations Associate*

A. Je-née Tyson joined the Partnership team in July as the Operations Associate. She manages the internal operations and controls for the organization. Prior to working with the Partnership Je-née did some educational and entertainment consulting in Washington, D.C. and here in Los Angeles. She has a wealth of experience with education reform as a former Programs Coordinator for the National Alliance for Public Charter Schools and Lead Boarding Instructor for the SEED Public Charter School of Washing, D.C. Je-née holds a Master's degree from the University of Phoenix in Organizational Management and a Bachelor's degree in Political Science from Howard University.

## Best Best & Krieger

### *Legal Services*

Best Best & Krieger serves as the Partnership's external counsel. BB&K is a full-service law firm serving public and private sector clients with an emphasis on public education advising. The two attorneys working most closely with the Partnership are Joseph Sanchez and Isabel Safie. Mr. Sanchez is an Associate in the Labor and Employment practice group. Mr. Sanchez advises clients on a variety of labor and employment issues including employee discipline and termination, family medical leave laws, wage and hour issues, disability leaves, equal employment opportunity laws, and issues related to the collective bargaining process. Prior to joining BB&K in 2006, Mr. Sanchez was a Deputy City Attorney for the City of San Diego. Mr. Sanchez represented and advised City departments and the City Council on a wide range of labor and employment issues. Ms. Safie is also an Associate in the Business Planning and Transactions practice group. Ms. Safie's practice primarily focuses on issues relating to pensions and benefits, tax matters, and on the formation, governance, and management of nonprofits.

## ExEd

### *Accounting services*

ExEd is a nonprofit organization that aims to create efficiencies for school management organizations that result in more money reaching the classroom, and ultimately, the students. ExEd handles most of the Partnership's back office services, including the Partnership's accounting, accounts payable, payroll processing and financial reporting needs.

# Appendix 37

**The Partnership for Los Angeles Schools  
FY 2007-08, 2008-09 and 2009-10 expenditures and budgets**

	<b>2007-08 FY</b>	<b>2008-09 FY</b>	<b>2009-10 FY</b>
	<b>Expenditures*</b>	<b>Expenditures</b>	<b>budget</b>
(1) <b>REVENUES</b>			
(2) Grants	\$6,039,633	\$6,525,487	\$5,595,036
(3) Interest income	27,244	19,790	0
(4) Other	0	26,823	1,550,000
(5) <b>Total Revenues</b>	<b>\$6,066,877</b>	<b>\$6,572,100</b>	<b>\$7,145,036</b>
(6) <b>EXPENDITURES</b>			
(7) <b>PARTNERSHIP SUPPORT TEAM</b>			
(8) Salaries	\$416,617	\$2,078,812	\$2,520,750
(8) Employee benefits	121,637	389,888	585,023
(10) Consultants	243,253	459,709	348,000
(11) <b>Total Partnership Support Team</b>	<b>\$781,507</b>	<b>\$2,928,409</b>	<b>\$3,453,773</b>
(12) <b>PARTNERSHIP SUPPORT OFFICE</b>			
(13) Materials, Supplies, Services and Other Operating	\$172,008	\$406,624	\$711,695
(14) <b>Total Home Office Expenses</b>	<b>\$172,008</b>	<b>\$406,624</b>	<b>\$711,695</b>
(15) <b>SUBTOTAL - PART. SUPPORT</b>	<b>\$953,515</b>	<b>\$3,335,033</b>	<b>\$4,165,468</b>
(16) <b>SCHOOL AND COMMUNITY PLANNING</b>			
(17) <b>School site support</b>			
(18) Professional development	\$25,385	\$544,705	\$500,800
(19) Transition team planning	264,292	53,101	0
(20) Targeted school site funding	74,151	298,486	1,496,598
(21) Operational planning with LAUSD	224,000	0	0
(22) Data and surveys	42,224	58,991	104,700
(23) Technology and data system investments	0	29,519	184,982
(24) School staffing support	178,125	106,264	10,000
(25) School site staff and consultants	52,225	200,747	1,038,801
(26) Building culture at schools	0	665,253	336,037
(27) Scholarly uniforms	0	428,496	0
(28) Student interventions	0	418,281	324,976
(29) Facilities improvements	0	72,796	0
(30) Transportation for field trips	0	0	3,600
(31) <b>Total School Site Planning</b>	<b>\$860,402</b>	<b>\$2,876,639</b>	<b>\$4,000,494</b>
(32) <b>Connecting communities</b>			
(33) Parent and community meetings	\$342,876	\$147,524	\$128,540
(34) Pre-K and after school	0	0	19,800
(35) <b>Total Connecting communities</b>	<b>\$342,876</b>	<b>\$147,524</b>	<b>\$148,340</b>
(36) <b>Outreach and Partnerships</b>			
(37) Outreach for next academic year	\$0	\$0	\$0
(38) Partnership expenses	0	0	0
(39) Incubation expenses	0	0	0
(40) <b>Total Outreach</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
(41) <b>SUBTOTAL - SCH &amp; COMM. PLNG</b>	<b>\$1,203,278</b>	<b>\$3,024,163</b>	<b>\$4,148,834</b>

(42)	<b>REGRANTING</b>			
(43)	Teach for America	\$0	\$1,000,000	\$1,000,000
(44)	Boston Consulting Group	0	660,828	0
(45)	Fiscal sponsor	0	28,466	0
(46)	Other Network Partners	0	200,000	0
(47)	<b>SUBTOTAL - REGRANTING</b>	<b>\$0</b>	<b>\$1,889,294</b>	<b>\$1,000,000</b>
(48)	<b>TOTAL EXPENDITURES</b>	<b>\$2,156,793</b>	<b>\$8,248,490</b>	<b>\$9,314,302</b>
(49)	<b>TOTAL EXPEND. - EXCL. REGRANT.</b>	<b>\$2,156,793</b>	<b>\$6,359,196</b>	<b>\$8,314,302</b>

Excludes depreciation costs (\$714 in FY 2007-08 and \$8,967 in FY 2008-09), and in kind donation costs (\$99,089 in FY 2007-08 and \$249,320 in FY 2008-09)

\* Fiscal year was for 8-months only

# Appendix 38

Note: This summary is based on existing LAUSD budget reports and does not reflect Jefferson's budget if it were a Partnership School

**Jefferson High School**  
**Detail of 2009-10 Budget**  
**Source: Per Pupil Funding Report, LAUSD**

<b>Program</b>	<b>Program Description</b>	<b>Total Cost</b>
<b>SALARIES AND BENEFITS</b>		
<b>Teachers' Salaries (1100)</b>		
11020	K12 Norm Tchrs-Sal	\$4,321,761
12005	Spec Day Clss-Sal/Transp-Sch	1,026,669
14310	SB 1133 - Quality Education In	1,109,498
11056	TIIPG-ClS Size Reduct-Phbao-Sc	642,448
12002	Resource Specialist Prog-Schs	296,092
7S536	CE-Eco Impact Aid/Dis Bil Dir	65,110
7S046	CE-NCLB T1 Schools	169,693
11104	Regional Occup Prog-Schs	257,571
7V094	ARRA-T1-Part A Recovery Fds-Sc	140,236
11227	Teachers-JROTC	119,714
70A56	CE-NCLB-T1-Prog Imprvmt Sch	111,045
7N536	CE-EIA-LEP/Dis Bil-Add'l Alloc	85,346
11375	Reas.Accom-Sal/Ben/Trans-Schs	12,664
7V130	Perkins Sec 131,Secndll C, Ins	12,664
7S356	VEA-Perkins-Sec Instr-Instr	-
71N78	NCLB T2A Teacher Gr 9-12	53,280
7A896	Transition Teaching Program	6,003
<b>Sub-total - teachers' salaries</b>		<b>\$8,429,794</b>
<b>Certificated Pupil Support Salaries (1200)</b>		
11046	K12-Counselors-Sal	\$336,657
7S046	CE-NCLB T1 Schools	539,173
14310	SB 1133 - Quality Education In	107,112
11034	K-12-Libr & Libr Aides-Sal	95,525
11068	School Counselors-Grades 7-12	84,347
11112	TIIG-Couns Sup-Sh Sec Counslrs	79,405
14223	Sch & Lib Improvmnt-Counselors	-
<b>Sub-total - Certificated Pupil Support Salaries</b>		<b>\$1,242,219</b>
<b>Certificated Supervisors' and Administrators' Salaries (1300)</b>		
11010	Princ, Asst Princ & Deans	\$549,373
14310	SB 1133 - Quality Education In	122,135
7V094	ARRA-T1-Part A Recovery Fds-Sc	53,557
<b>Sub-total - Certif.Superv/Admin Salaries</b>		<b>\$725,065</b>
<b>Other Certificated Salaries (1900)</b>		
7V094	ARRA-T1-Part A Recovery Fds-Sc	\$82,436
7S046	CE-NCLB T1 Schools	123,644
7S536	CE-Eco Impact Aid/Dis Bil Dir	103,644
<b>Sub-total - Other Certificated Salaries</b>		<b>\$309,724</b>
<b>Instructional Aides' Salaries (2100)</b>		
12215	Spec Educ-Temp Sp Ed Assts-Sch	\$1,459,127
7A083	CE EIA/LEP & C O	19,884
11375	Reas.Accom-Sal/Ben/Trans-Schs	9,338
7V094	ARRA-T1-Part A Recovery Fds-Sc	8,910
<b>Sub-total - Instructional Aides' Salaries</b>		<b>\$1,497,259</b>
<b>Classified Support Salaries (2200)</b>		
11372	Custodians-Per Pupil-Oper	\$498,126
17025	Cafe Fd-Cafe Wkrs-S/B/T-Sch	\$518,998
13015	Secondary Schools Restroom	78,280
<b>Sub-total - Classified Support Salaries</b>		<b>\$1,095,404</b>
<b>Clerical, Technical, and Office Staff Salaries (2400)</b>		
11400	Sch.Clerks & Secys-Reg-Schs	\$484,199
14310	SB 1133 - Quality Education In	181,384
7S046	CE-NCLB T1 Schools	77,228
7S536	CE-Eco Impact Aid/Dis Bil Dir	49,484
12139	ISIS-School Resources	16,729
12805	Add'L Resources-Clerical	16,110
11410	Sch Financial Managers	69,221
7V094	ARRA-T1-Part A Recovery Fds-Sc	24,744
17020	School Financial Managers	23,076
<b>Sub-total - Cler, Tech, and Off Staff Salaries</b>		<b>\$942,175</b>

Note: This summary is based on existing LAUSD budget reports and does not reflect Jefferson's budget if it were a Partnership School

Jefferson High School  
 Detail of 2009-10 Budget  
 Source: Per Pupil Funding Report, LAUSD

Program	Program Description	Total Cost
<b>Other Classified Salaries (2900)</b>		
	11673 Campus Aides-Spec Progs	\$204,515
	14310 SB 1133 - Quality Education In	288,508
	<b>Sub-total - Other Classified Salaries</b>	<b>\$493,023</b>
<b>SUB-TOTAL - SALARIES AND BENEFITS</b>		<b>\$14,734,663</b>
<b>OVERTIME, STIPENDS, DIFFERENTIALS, SUB COSTS</b>		
<b>Teachers' Salaries (1100)</b>		
	11246 SBP-Summer School	\$55,440
	7S176 T3A-LEP-Limited Eng Profncncy	30,000
	11195 Cahsee Intensive Instruction	24,103
	7N539 CE-EIA-State Comp Ed-Add'l All	10,041
	7S178 NCLB-T2A-Teacher Quality	10,002
	7A550 T 1V-Safe&Drug Free Sch&Com Im	10,000
	7S539 CE-EIA State Comp Ed (SCE)SchS	8,910
	7A084 EIA/LEP-Multi Teacher Career	6,903
	7V173 CA Part Acad Prog GF09-10	6,875
	7V138 CPA:Green & Clean Academies	5,096
	7V076 Gov CTE Init: CA Partner Acad	2,000
	11192 Testng Coordinatord Differential	1,436
	7A217 T3A-LEP-Ltd Eng Prof-Loc Distr	357
	<b>Sub-total - teachers' salaries</b>	<b>\$171,163</b>
<b>Certificated Pupil Support Salaries (1200)</b>		
	12278 Nursing Serv-Reg Sch-Per Pupil	\$41,118
	12277 Psych Servs-Sal/Brn/T-Per Pupil	30,169
	11104 Regional Occup Prog-Schs	1,230
	13986 Sch.Determined Needs-Gen.Prog.	919
	<b>Sub-total - Certificated Pupil Support Salaries</b>	<b>\$73,436</b>
<b>Certificated Supervisors' and Administrators' Salaries (1300)</b>		
	11246 SBP-Summer School	\$21,780
	13986 Sch.Determined Needs-Gen.Prog.	3,729
	7S178 NCLB-T2A-Teacher Quality	1,320
	<b>Sub-total - Certif.Superv/Admin Salaries</b>	<b>\$26,829</b>
<b>Other Certificated Salaries (1900)</b>		
	12817 Mandated Cost-C Smith-Schs	\$17,060
	7A217 T3A-LEP-Ltd Eng Prof-Loc Distr	10,000
	7S176 T3A-LEP-Limited Eng Profncncy	10,000
	7A084 EIA/LEP-Multi Teacher Career	1,126
	7V107 BTSA Program (Beg) FY 09-10	624
	<b>Sub-total - Other Certificated Salaries</b>	<b>\$38,810</b>
<b>Classified Support Salaries (2200)</b>		
	13938 SDEP-Donations	\$0
	<b>Sub-total - Classified Support Salaries</b>	<b>\$0</b>
<b>Clerical, Technical, and Office Staff Salaries (2400)</b>		
	7V076 Gov CTE Init: CA Partner Acad	\$2,000
	7V173 CA Part Acad Prog GF09-10	1,680
	7A084 EIA/LEP-Multi Teacher Career	554
	<b>Sub-total - Cler, Tech, and Off Staff Salaries</b>	<b>\$4,234</b>
<b>Other Classified Salaries (2900)</b>		
	11824 K12-TPA	\$24,683
	7E+46 CE-NCLB T1 Sch-Parent Invlmnt	21,793
	7S536 CE-Eco Impact Aid/Dis Bil Dir	21,793
	14025 AB825 10Th Gr Cnslng Prog-Schs	7,897
	11246 SBP-Summer School	6,300
	7A084 EIA/LEP-Multi Teacher Career	1,766
	<b>Sub-total - Other Classified Salaries</b>	<b>\$84,232</b>
<b>Other Costs (3400 and 3700)</b>		
	11372 Custodians-Per Pupil-Oper	\$994
	11227 Teachers-JROTC	(\$9,075)
	11372 Custodians-Per Pupil-Oper	\$477
	11227 Teachers-JROTC	(4,353)
	<b>Sub-total - Other Costs</b>	<b>(\$11,957)</b>
<b>SUB-TOTAL - OT, STIPENDS, DIFFLS, SUBS</b>		<b>\$386,747</b>
<b>TOTAL PERSONNEL COSTS</b>		<b>\$15,121,410</b>

Note: This summary is based on existing LAUSD budget reports and does not reflect Jefferson's budget if it were a Partnership School

**Jefferson High School**  
**Detail of 2009-10 Budget**  
**Source: Per Pupil Funding Report, LAUSD**

<b>Program</b>	<b>Program Description</b>	<b>Total Cost</b>
<b>NON-PERSONNEL COSTS</b>		
<b>Books and Reference Materials (4200)</b>		
	7V169 GovCTE Init:CA PartnrAcad	\$0
<b>Sub-total - Books and Reference Materials</b>		<b>\$0</b>
<b>Materials and Supplies (4300)</b>		
	7V173 CA Part Acad Prog GF09-10	\$51,565
	7S046 CE-NCLB T1 Schools	48,667
	14170 IMA-Schs	46,544
	7S536 CE-Eco Impact Aid/Dis Bil Dir	44,996
	7V094 ARRA-T1-Part A Recovery Fds-Sc	42,737
	7V067 CA Partnership Academies FY10	26,660
	7S176 T3A-LEP-Limited Eng Profcnycy	24,425
	14731 Materiel-Operation-Schools	22,934
	7N539 CE-EIA-State Comp Ed-Add'l All	20,809
	13986 Sch.Determined Needs-Gen.Prog.	13,433
	13938 SDEP-Donations	12,505
	17700 Arts Education Plan-Sch	9,000
	7N536 CE-EIA-LEP/Dis Bil-Add'l Alloc	8,491
	13016 Secondary School Reform-Sch	8,039
	7S356 VEA-Perkins-Sec Instr-Instr	7,789
	11260 SRP-Advanced Gifted Studies-Sc	7,260
	7E+46 CE-NCLB T1 Sch-Parent Invlmnt	6,257
	7V138 CPA:Green & Clean Academies	6,080
	14418 Accreditation Implmntation Pd	5,000
	11195 Cahsee Intensive Instruction	4,253
	13950 IMA-Library Fines	3,829
	7A928 CA Partnership Academies	3,471
	14236 SDN-Competency Instruction	3,150
	709V4 ARRA-T1-Part A Recovery Fds-Pm	1,950
	7A084 EIA/LEP-Multi Teacher Career	1,651
	14025 AB825 10Th Gr Cnslng Prog-Schs	1,258
	14168 Gifted Prog-SDEP	1,031
	7A896 Transition Teaching Program	1,011
	14219 Pre Scholastic Assessment Test	726
	14220 Advance Placement Test Fee	412
	11246 SBP-Summer School	350
	7S539 CE-EIA State Comp Ed (SCE)SchS	322
	12546 Designated Instrl Srvs-IMA-SE	300
	7A797 Career Technical Education Pro	167
	11827 TIIPG-Cap-Schs	34
	12544 Spec.Day Classes-IMA-Spec Educ	26
	13023 Discretionary Resources-School	-
	7A985 21ST CCLC-C4 High School-BTB	-
	14242 SDEP-Proceeds Film/Photo Renta	(753)
	7A477 LA Early Deciders Tchr Recruit	(4,491)
<b>Sub-total - Materials and Supplies</b>		<b>\$431,888</b>
<b>Noncapitalized Equipment (4400)</b>		
	7V138 CPA:Green & Clean Academies	\$22,000
	7V067 CA Partnership Academies FY10	20,000
	7S046 CE-NCLB T1 Schools	1,000
	7A797 Career Technical Education Pro	1
<b>Sub-total - Noncapitalized Equipment</b>		<b>\$43,001</b>
<b>Travel and Conferences (5200)</b>		
	7N539 CE-EIA-State Comp Ed-Add'l All	\$20,000
	7V076 Gov CTE Init: CA Partner Acad	5,509
	7V067 CA Partnership Academies FY10	5,500
	7V173 CA Part Acad Prog GF09-10	3,700
	7.00E+46 CE-NCLB T1 Sch-Parent Invlmnt	800
<b>Sub-total - Travel and Conferences</b>		<b>\$35,509</b>
<b>Rentals, Leases, Repairs, and Noncapitalized Improvements (5600)</b>		
	13938 SDEP-Donations	\$0
<b>Sub-total - Rentals, repairs and Noncap. Improv.</b>		<b>\$0</b>

Note: This summary is based on existing LAUSD budget reports and does not reflect Jefferson's budget if it were a Partnership School

**Jefferson High School**  
**Detail of 2009-10 Budget**  
**Source: Per Pupil Funding Report, LAUSD**

<b>Program</b>	<b>Program Description</b>	<b>Total Cost</b>
<b>Professional/Consulting Services (5800)</b>		
7V094	ARRA-T1-Part A Recovery Fds-Sc	\$53,280
14310	SB 1133 - Quality Education In	45,496
7S046	CE-NCLB T1 Schools	40,000
7N539	CE-EIA-State Comp Ed-Add'l All	30,000
7S539	CE-EIA State Comp Ed (SCE)SchS	22,943
7V138	CPA:Green & Clean Academies	7,700
7A477	LA Early Deciders Tchr Recruit	4,500
7V067	CA Partnership Academies FY10	4,000
7V173	CA Part Acad Prog GF09-10	3,450
709V4	ARRA-T1-Part A Recovery Fds-Pm	3,000
7E+46	CE-NCLB T1 Sch-Parent Invlmnt	2,500
7A550	T 1V-Safe&Drug Free Sch&Com Im	2,000
<b>Sub-total - Professional/Consulting Services</b>		<b>\$218,869</b>
<b>Other Costs (5100, 5900, 6200 &amp; 7300)</b>		
7V067	CA Partnership Academies FY10	\$8,000
7V067	CA Partnership Academies FY10	3,000
7V067	CA Partnership Academies FY10	3,813
7V173	CA Part Acad Prog GF09-10	1,850
7V138	CPA:Green & Clean Academies	1,124
7V076	Gov CTE Init: CA Partner Acad	491
7S356	VEA-Perkins-Sec Instr-Instr	389
7A550	T 1V-Safe&Drug Free Sch&Com Im	275
7A928	CA Partnership Academies	179
7A985	21ST CCLC-C4 High School-BTB	-
<b>Sub-total - Other Costs</b>		<b>\$19,121</b>
<b>SUB-TOTAL - NON-PERSONNEL COSTS</b>		<b>\$748,388</b>
<b>SPECIAL GRANT PROGRAMS</b>		
<b>QEIA (4300)</b>		
14310	SB 1133 - Quality Education In	\$426,997
<b>Sub-total - QEIA</b>		<b>\$426,997</b>
<b>TOTAL NON-PERSONNEL/GRANT COSTS</b>		<b>\$1,175,385</b>
<b>TOTAL JEFFERSON BUDGET</b>		<b>\$16,296,795</b>

# Appendix 39

Carolyn Webb de Macías

Carolyn Webb de Macías was appointed Vice President for USC External Relations in January 2002. She provides strategic direction and leadership for the university's outreach programs, including civic and community relations, government relations, the Community Education Academy and the Good Neighbors Campaign as well as federal- and state-funded educational and economic-development programs. She also co-chairs USC's effort to develop a master plan to guide future campus development. In addition, she is an adjunct faculty member in the USC Rossier School of Education. During the 2005 - 2006 academic year, she took a partial sabbatical from USC and served as a senior advisor to Mayor Antonio R. Villaraigosa providing counsel in a variety of areas, including education policy.

Also, Webb de Macías is a founding member of the new Partnership of Los Angeles Schools Board and was recently appointed to the Los Angeles Advisory Board for the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES).

Further accomplishments include serving as founding president of the Education Consortium of Central Los Angeles, serving on the First Five LA advisory board for the development of the Los Angeles Universal Pre-School Master Plan as well as being a former member of the Los Angeles Educational Partnership.

Webb de Macías earned her B.A. degree from UCLA and her M.A. in Education from UCLA as a Danforth Foundation Fellow. She holds a California Standard Teaching Credential, California Community College Instructor's Credential and a Montessori Teacher Certificate in Primary Grades and Administration.

### Melanie Lundquist's Biography

Mrs. Lundquist is leading The Partnership's fundraising efforts and has committed her life to work in philanthropy and volunteerism. She has supported many organizations in Los Angeles that support high risk children, including Inner City Arts, United Friends of the Children and Alliance for Children's Rights, the California Science Center and Teach for America, to name a few that reflect her focus and passion for children and education. Mrs. Lundquist is a graduate of Los Angeles Unified Schools, studied at Los Angeles Valley Community College, and continued her undergraduate and graduate work at USC, earning both her Bachelors and Masters Degrees in Communicative Disorders/Speech Pathology and Audiology.

## **Robin Kramer Biography**

Robin Kramer was Chief of Staff to Los Angeles Mayor Antonio Villaraigosa. She has been working in the public, private, philanthropic, and nonprofit sectors of Los Angeles for more than three decades. In addition to her recent leadership at the Broad Foundation and the California Community Foundation, she has worked extensively as a consultant and facilitator in institutional problem-solving for numerous arts and cultural institutions, foundations, and Los Angeles-based corporations and also for a variety of community-based efforts to transform public schools. She served in the administration of Los Angeles Mayor Richard Riordan as Deputy Mayor for Communications and Community Affairs and then as the mayor's chief of staff – she was the first woman in the city's history to hold this post. She previously served as chief deputy for Councilmembers Richard Alatorre and Bob Ronka; and in the 1980s, she was director of the Democratic Party of Southern California. She is currently chair of the board of trustees at Pitzer College, serves on the board of the Jewish Community Foundation, and continues to be active in the Breed Street Shul Project. She holds a master's degree in urban studies from Occidental College.

# Appendix 40

# 2009-10 Partnership Budget Narrative (1/7)

	Description	Assumptions
<b>REVENUES</b>		
• Grants	• Funds that have already been collected by or committed to the Partnership that will not be “passed through” to another organization	• \$4 million by Melanie and Richard Lundquist • \$1,600,000 from other foundations and individuals
• Other	• Funds that have been committed to the Partnership but are required to be regranted to other organizations • Additional funds to be raised to support budget	• \$1 million by Melanie and Richard Lundquist that is earmarked for Teach for America • The Partnership is confident that this amount can be raised, even in the current economic climate
<b>EXPENDITURES</b>		
• Salaries	• Salaries of the full-time staff of the Partnership	• Includes 28 full-time employees <ul style="list-style-type: none"> <li>- Executive team: 4</li> <li>- Curriculum and instruction: 11</li> <li>- Operations: 7 (1 unpaid)</li> <li>- Connecting communities: 3</li> <li>- Development and partnerships: 2</li> <li>- Data and accountability: 1</li> </ul>
• Employee benefits	• Estimated fringe benefits for full-time staff of the Partnership	• Assumes weighted average of 23% • Includes 1 employee who is “on loan” from San Diego Unified School District and 3 employees who are “on loan” from the Los Angeles Unified School District

# 2009-10 Partnership Budget Narrative (2/7)

	<b>Description</b>	<b>Assumptions</b>
• Consultants	<ul style="list-style-type: none"> <li>• Stipends of short-term or part-time consultants working with the Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Includes consultants focused on legal services, accounting &amp; financial management</li> <li>• Also includes stipends for interns and temporary employees</li> </ul>
• Home office expenses	<ul style="list-style-type: none"> <li>• Includes all operating expenses for the Partnership's "home office," such as: materials and supplies; postage; financial systems; computer hardware; travel; training; insurance; audit expenses; space rental; etc.</li> <li>• Includes majority of expenditures for set-up of new office space</li> </ul>	<ul style="list-style-type: none"> <li>• Costs are estimated based on historical expenditures, estimated future expenditures, or as a percentage of salaries based on best practices in the sector</li> <li>• Includes no cost for rental expenditures because the Partnership's new office space is donated for one year</li> <li>• Includes ~\$120,000 in expenditures for set-up of new office space</li> </ul>

# 2009-10 Partnership Budget Narrative (3/7)

	<b>Description</b>	<b>Assumptions</b>
<ul style="list-style-type: none"> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Additional professional development opportunities for teachers, administrators and classified staff at each school site, focused on building a stronger school culture, using data to drive instruction and improving preparation for a college preparatory curriculum in high school</li> <li>Includes principal leadership conferences, teacher leadership conferences, intervention workshops, chapter chairs, and trainings on shared leadership/decision making</li> <li>Includes major investment in summer professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>Majority of funding is for professional development events with school stakeholders               <ul style="list-style-type: none"> <li>- Assumes 10 meetings with administrators</li> <li>- Assumes trip with ~35 school stakeholders to New York City</li> <li>- Assumes 20 meetings on lesson delivery and instructional design</li> <li>- Assumes 4 meetings with chapter chairs</li> <li>- Assumes 10 meetings on intervention</li> <li>- Assumes 5 other school trainings</li> </ul> </li> <li>Includes \$100,000 for summer PD activities, and \$80,000 in investments in promoting student voice</li> <li>Includes \$27,900 in funding for Santee Tri-C collaborative (grant committed)</li> <li>Includes \$80,000 in funding for Mendez (grant committed)</li> </ul>
<ul style="list-style-type: none"> <li>Targeted school site funding</li> </ul>	<ul style="list-style-type: none"> <li>Remaining balance from funds that were allocated to schools but have not yet been spent</li> </ul>	<ul style="list-style-type: none"> <li>Remaining balance from allocated funds is approximately \$1,500,000 (out of \$1,840,000 originally committed)</li> <li>Approximately \$510,000 is already earmarked for specific use in 2009-10, leaving an unencumbered balance of ~\$985,000</li> </ul>

# 2009-10 Partnership Budget Narrative (4/7)

	<b>Description</b>	<b>Assumptions</b>
• Data and surveys	<ul style="list-style-type: none"> <li>• Surveys conducted by the nationally recognized group out of Harvard, Tripod, for parents, staff and students</li> <li>• Would be year two of implementation so that data could be compared to the baseline year of data</li> </ul>	<ul style="list-style-type: none"> <li>• Costs of survey implementation are ~\$80,000</li> <li>• Includes six school site data team sessions, three process mapping meetings, and several MyData working meetings</li> <li>• Includes some translation costs, and graduate student support for data analysis</li> <li>• Assumes Survey Monkey subscription</li> </ul>
• Technology and data system investments	<ul style="list-style-type: none"> <li>• Multi-year lease of a new state-of-the-art Mac lab at Santee high school (approved by the Board on April 2, 2009)</li> <li>• Includes new investments at Mendez based on a grant received</li> </ul>	<ul style="list-style-type: none"> <li>• Lease payments of \$2,815 per month</li> <li>• \$150,000 in technology investments allocated to Santee (grant committed)</li> </ul>
• School staffing support	<ul style="list-style-type: none"> <li>• Costs to provide staffing support to school sites for hiring teachers</li> <li>• Major costs were for posting ads for teaching positions</li> </ul>	<ul style="list-style-type: none"> <li>• Costs assumed to be \$10,000, including fees to The New Teacher Project and costs of placing ads</li> </ul>

# 2009-10 Partnership Budget Narrative (5/7)

Description		Assumptions
<ul style="list-style-type: none"> <li>School site staff and consultants</li> </ul>	<ul style="list-style-type: none"> <li>Cost of reimbursing RIFd teachers for their COBRA coverage through the summer</li> <li>Additional investments made in Mendez for coaching and administrative support, based on grants received</li> <li>Investments made to help transition Roosevelt High School to a traditional calendar through the summer months</li> <li>Costs of consultants to work directly with schools, paid for with grant funds</li> <li>Additional stipends paid to school site staff for additional work, including bringing 9 principals from E-basis (traditional calendar) to A-basis (year-round calendar) salary</li> </ul>	<ul style="list-style-type: none"> <li>Assumes approximately \$60,000 to reimburse RIFd teachers for COBRA</li> <li>Cost of 1 Assistant Principal, 1 math coach and 1 science coach for Mendez</li> <li>Stipends to teachers, administrators and others at Roosevelt to help complete critical work through the summer months</li> <li>Includes consultants funded through grants to work on small schools, master schedule development and other professional development</li> <li>Additional work stipends based on 2008-09 stipends</li> <li>A-basis stipends estimated based on average salary scale</li> </ul>
<ul style="list-style-type: none"> <li>Building culture at schools</li> </ul>	<ul style="list-style-type: none"> <li>Remaining payments to fund 2008-09 contract for "Capturing Kids Hearts" program to help build a stronger school culture among adults and students that is based on mutual respect, personal responsibility and supportiveness</li> <li>Includes additional Capturing Kids Hearts investments for 2009-10 school year</li> <li>Includes cost for school staff appreciation events</li> </ul>	<ul style="list-style-type: none"> <li>Four payments of \$41,509 each</li> <li>Contract for \$120,000 to Capturing Kids Hearts</li> <li>\$50,000 allocated for staff appreciation events</li> </ul>

# 2009-10 Partnership Budget Narrative (6/7)

	<b>Description</b>	<b>Assumptions</b>
<ul style="list-style-type: none"> <li>• Student interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Includes programs used to accelerate implementation of intervention programs               <ul style="list-style-type: none"> <li>- Literacy for elementary schools</li> <li>- Continuation of Gate initiative</li> <li>- Summer dual language program at Ritter Elementary Schools</li> <li>- Consultant support</li> <li>- Continuation of AVID implementation</li> <li>- Continuation of Apex on-line credit recovery/CAHSEE preparation</li> <li>- Student internships and other supports for Santee students through the Tri-C collaborative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Costs estimated based on previous year's expenditures, funds committed by funders, or contracts already signed               <ul style="list-style-type: none"> <li>- ~\$75,000 for literacy program</li> <li>- ~\$15,000 for Gate</li> <li>- ~\$60,000 for AVID</li> <li>- ~\$95,000 for Apex</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Transportation for field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Includes funding already committed by a funder for field trips for Santee students through the Tri-C collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Costs estimated based on funds received to date and estimated year-end balances</li> </ul>

# 2009-10 Partnership Budget Narrative (7/7)

	<b>Description</b>	<b>Assumptions</b>
<ul style="list-style-type: none"> <li>• Parent and community meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Includes funding for family and community engagement over the 2009-10 school year, including on-going work with school "Family Action Teams" and community collaboratives</li> <li>• Includes outreach activities to parents and families for the Mendez community</li> <li>• Also includes several new initiatives               <ul style="list-style-type: none"> <li>– Creation of a structured parent volunteering program</li> <li>– Creation of a menu of resources for families in the community</li> <li>– "Parents as Partners" program, where parents will be trained on the best methods to observe their child's classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assumes monthly translation costs for written materials</li> <li>• Assumes bi-monthly community collaborative meetings</li> <li>• Assumes monthly leadership institutes</li> <li>• Assumes 3 trainings for parent leaders at schools, and monthly teacher and parent meetings at each school</li> <li>• Includes schools grants of \$2,000 per school for Family Action Teams and \$3,000 per school for parent education programs (to be matched by school sites)</li> <li>• Includes extensive outreach (phone calls, door-to-door campaigns) in the Mendez community</li> </ul>
<ul style="list-style-type: none"> <li>• Pre-k and after school</li> </ul>	<ul style="list-style-type: none"> <li>• Includes funds already committed by a funder to support data analysis and supporting meetings to build pre-K and after school programs in and around Partnership schools</li> </ul>	<ul style="list-style-type: none"> <li>• Costs estimated based on funds received to date and estimated year-end balances</li> </ul>
<ul style="list-style-type: none"> <li>• Teach for America</li> </ul>	<ul style="list-style-type: none"> <li>• Pass-through grant to Teach for America</li> </ul>	<ul style="list-style-type: none"> <li>• \$1 mm to be paid per grant agreement with Melanie and Richard Lundquist</li> </ul>

# Appendix 41

**Partnership for Los Angeles  
Schools**

**Wells Fargo Bank  
WellsOne<sup>SM</sup> Commercial Card Program**

**Policy and Procedures Manual**

**As of August 15, 2008**

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# Introduction

## *OVERVIEW*

Partnership for Los Angeles Schools Corporate Credit Card Program provides a convenient means with which to make small dollar necessary and business related purchases and, at the same time, reduces the costs associated with initiating and paying for purchases. The Program avoids a variety of processes including petty cash, payment requisitions, cash advances and in some cases purchase orders. The cards are Wells Fargo *WellsOne* cards issued by Wells Fargo Bank and give controlled buying power to those designated executives authorized to use it.

All cards are issued at the direction of the Board of Directors and may be rescinded at any time. The person to whom the card is issued is the only person entitled to use the card with the exceptions described below.

## *GENERAL INFORMATION*

Cardholders are assigned a monthly dollar limit for the corporate credit card. The monthly limit maximum depends on your buying needs. The limits are based on previous purchasing activity, and Program Administrator approval. If over time the limits are too low to accommodate monthly requirements, the Program Administrator may re-evaluate and make an appropriate recommendation.

Before making a purchase, executives should assure themselves that the price you will pay is fair and reasonable. You may do this through the use of catalogues or brochures, by relying upon your past buying experience, or by obtaining competitive quotes for the same item from three or more vendors.

Cardholders are accountable for all charges made with their corporate credit cards and are responsible for checking all statement transactions, against the corresponding support documentation, to verify accuracy. This check should be done regularly using online access and/or the Cardholder's monthly statement.

If you have any additional questions, please contact:

### **Mark Kleger- Heine**

Chief Operating Officer (“Program Administrator”)

Partnership for Los Angeles Schools

## **General Guidelines**

### **Card Issuance:**

As a cardholder, you will be asked to complete and sign a cardholder application form, which will be approved by the Program Administrator. By signing the application form, you have agreed to adhere to the guidelines established in this manual. Most importantly, you are the only person entitled to use the card and the card is not to be used for personal use. As each card is linked to a specific individual employee, the card cannot be transferred from one employee to another.

Upon receipt of your *WellsOne* Commercial Card, you will need to activate the account by calling the toll-free number printed on the card. For verification purposes, you will be asked to provide a piece of information, such as the last four digits of your Social Security Number. Although the card will be issued in your name, your personal credit history will not affect your ability to obtain a card. The company is responsible for payment of all purchases.

### **Account Maintenance:**

If there is a need to change any information regarding your account, such as mailing address or expense accounting code, please complete the Account Maintenance Form (see Appendix II) and forward to the Program Administrator. The only account information you are able to change online is the email address and the automatic deposit (ACH) information, if applicable.

### **Card Usage:**

The *WellsOne* Commercial Card can be used at any merchant that accepts Visa, except as the company otherwise directs. It may be used for in-store purchases as well as online, phone, fax or mail orders. There is no special terminal or equipment needed by the Visa merchant to process a card transaction.

When using the card with merchants, please emphasize that an invoice must not be sent as this may result in a duplicate payment. For online, phone, fax and mail orders, please instruct the merchant to send a receipt only. This receipt must be retained for your records and submitted to the Administrative Assistant of the Chief Operating Officer for the corporation's files.

### **Preferred Vendors vs. Vendors Not Accepting Visa:**

Please refer to the attached Appendix III for a listing of our preferred vendors (if any). Whenever possible, please be sure to use these vendors.

If you have a vendor who does not accept Visa, please contact the Program Administrator for alternate arrangements.



### Limitations and Restrictions:

Cardholders are assigned an individual transaction and monthly dollar limit for the Corporate Credit Card. The monthly limit maximum is depending on your buying needs. The limits are based on previous purchasing activity, and Board of Directors approval. If over time the limits are too low to accommodate monthly requirements, the Program Administrator may re-evaluate and make an appropriate recommendation.

The *WellsOne Commercial Card Program* also allows for merchant category blocking. If a particular merchant category is blocked (e.g., jewelry stores), and you attempt to use your card at such a merchant, your purchase will be declined. Management has made an effort to ensure that the vendors/suppliers used during the normal course of business are not restricted. If your card is refused at a merchant where you believe it should have been accepted, you should call the Wells Fargo Business Purchasing Service Center at 1-800-932-0036 to determine the reason for refusal. Depending on the result of your inquiry, you may want to discuss the issue further with the Program Administrator. He/she is empowered to modify the restrictions on your use of the card.

**IMPORTANT:** All requests for changes in limitations and restrictions must be made through the Program Administrator. Wells Fargo Bank will change existing cardholder restrictions only after a request is received from the Program Administrator.

### Lost or Stolen Cards:

You are responsible for the security of your card and any purchases made on your account. If you believe you have lost your card or that it has been stolen, immediately report this information to Wells Fargo Bank Business Purchasing Service Center (BPSC) at 800-932-0036. Immediately after reporting to the BPSC, you must inform your Program Administrator. **It is extremely important to act promptly in the event of a lost or stolen card to avoid company liability for fraudulent transactions.**

As with a personal charge card, you will no longer be able to use the account number after notifying the bank. A new card should be issued within 48 hours of notice to Wells Fargo Bank.

## Authorized Purchases

Purchases may include:

- Office supplies and forms
- Books and subscriptions
- Computer supplies, e.g., software and diskettes
- Computer equipment
- Meals and food
- Day timers and calendars
- Professional membership dues
- Hardware and tools
- Spare parts
- Miscellaneous items, e.g., videotapes
- Business related congratulatory or sympathy flowers
- Uniform Rentals/Cleaning
- Courier/Overnight Deliveries
- Travel and Entertainment Expenses
- Company Vehicle Expenses

Please refer to the attached preferred vendor listing. Whenever possible, please purchase merchandise and/or materials from these vendors.

As with any company purchase, the card is not to be used for any product, service or with any merchant considered to be inappropriate for company funds.

Failure to comply with the above guidelines for authorized purchases under the *WellsOne Commercial Card Program* may result in disciplinary action, cancellation of your card privileges, and possible termination of employment.

## **Reconciliation and Payment**

Unlike personal credit cards, the *WellsOne Commercial Card Program* is handled as corporate liability. Your personal credit history has not been taken into account when a card has been issued in your name.

The Accounts Payable Department is responsible for paying the Program invoice(s) each month. You are not responsible for payment under your account unless your purchases violate this policy or other terms of your employment.

At the end of a statement period, you will be notified via email that it is time to review your card statement. You will access the Commercial Card Expense Reporting tool via the Internet to review your statement. The statement will reflect the transaction date, posting date, supplier/merchant name and the total amount of the purchase. You have the ability to reconcile your account at any time.

### **You are responsible for the following:**

- **Retaining all receipts for items purchased under the program.**
- **Ensuring all transactions posted are legitimate purchases made by yourself on behalf of the company.**

### **Receipt Retention/Record Log:**

It is a requirement of the program that you keep all receipts for goods and services purchased. For orders placed via phone, fax or mail, or online, you must request a receipt, detailing merchandise price, sales/use tax, freight, etc., be included with the goods mailed/shipped. (*Note:* a merchant should not reject this request, as it is a Visa policy). It is extremely important to request and retain purchase receipts, as this is the only original documentation that shows whether sales tax has been paid.

To assist you in retaining receipts for purchases made over the phone, please create a phone purchase record log. Since standard reimbursement policies require retention of receipts or other proof of purchase, record keeping is not an extraordinary requirement.

As card records will be audited from time to time, it is essential to adhere to the above record keeping guidelines.

Please submit copies of all receipts to the Administrative Assistant of the Chief Operating Officer. All receipts are due by the cardholder by the date the monthly statement is approved by the cardholder.

### **Reconciliation of Purchases:**

It is your responsibility, immediately upon receipt of your statement to check it to ensure all the transactions posted are legitimate transactions made by yourself, mark transactions for which receipts will be attached, and attach line item detailed point of sale receipts or delivery invoices. Other optional functions such as splitting transactions, adding descriptions, marking transactions as personal, and reclassifying expenses can be performed using the Commercial Card Expense Reporting tool. All of the available functions will be part of your initial training and can be referenced in the Cardholder Quick Reference Guide. If everything is in order, you will mark the statement as reviewed. Once your statement has been marked as reviewed, an email will be issued to your manager for his/her approval. Follow company procedures for forwarding the receipts to your manager. Please make copies for your records.

### **Disputed or Fraudulent Charges:**

If there is a discrepancy between your record log and your statement, it is imperative that the issue is addressed immediately. Depending on the type of discrepancy, you will need to contact the merchant or complete the online dispute form to resolve the disputed transaction.

If you believe the merchant has charged you incorrectly or there is an outstanding quality or service issue, you must first contact the merchant and try to resolve the error or problem. If you are able to resolve the matter directly with the merchant, and the error involved an overcharge, a credit adjustment should be requested and will appear on your next statement. Note: The item should be highlighted on your record log as a reminder to verify that correct credit has been received.

If the merchant disagrees that an adjustment is necessary, you will complete the online dispute form. The details of the disputed transaction will be entered online and followed up on by Wells Fargo Bank.

Wells Fargo Bank must receive any charge dispute within 60 days of the transaction date. While pending resolution, Wells Fargo Bank will credit the company's account for the amount of the disputed transaction. Although Wells Fargo Bank acts as the arbitrator in any dispute, you should never assume that a dispute will be resolved in your favor.

If the dispute is not resolved to your satisfaction, and you believe the merchant has unfairly treated you, please notify your manager with the relevant details. If the merchant is one of our preferred vendors, our purchasing department may take further action.

**Any fraudulent charge (i.e., a charge appearing which was not authorized by you) must be reported immediately to the Program Administrator. Prompt reporting of any such charge will help to prevent the company from being held responsible.**

## **Sales and Use Tax**

Merchants are required by tax authorities to include the applicable sales or use tax at the time of purchase. The amount of tax is dependent on a variety of factors including the state, county and city where the goods are purchased.

All merchandise not purchased for resale should include the applicable sales tax.

Out-of-state purchases, where sales tax has not been charged, should accrue the applicable use tax.

If your purchases are usually tax-exempt, you will be required to provide merchants with the necessary forms for non-taxable goods or services. Your program may require that you have two cards, one for tax-exempt and one for taxable items. Questions regarding this policy and any other questions concerning tax issues should be addressed to

the Program Administrator.

## Common Questions and Concerns

- **Why did the company decide to participate in a Commercial Card Program?**

Like most companies today, we are exploring ways to streamline processes and reduce costs. Frequently the expenses incurred to process a small dollar purchase can run as high as the price of the item itself.

With a commercial card, many of the typical purchasing steps should be eliminated including generating a requisition, preparing a purchase order, matching a packing slip to a purchase order, matching invoices with purchasing requisitions, individual payments of invoices, etc.

- **What is the procedure when I pay for something with my commercial card?**

Essentially, the process is the same as when using your personal credit card. You must always ask for a receipt for your records, particularly for online, phone, fax and mail orders.

- **Are there any restrictions associated with the use of my card?**

**Yes**, in addition to our company policy stating the type of products you can buy and our preferred vendor list, other controls and limits may be placed on your card including:

- **Monthly dollar limit**
- **Daily dollar limit**
- **Per transaction dollar limit**
- **“Blocked” merchant categories**

Please see your manager or Program Administrator for your specific restrictions.

- **How will I know if I have exceeded my monthly limit?**

You can check you balance and expenditures online at any time. You may also call the toll-free Wells Fargo Bank Customer Service number on the back of your card.

- **What should I do if a supplier does not accept the *WellsOne* Commercial Card?**

Please contact the Program Administrator and provide him/her with the supplier’s name, address and phone number.

- **How will I know if the company is getting billed correctly for the purchases I have made?**

You will be able to check all transactions online at any time. You will also review your statements at the end of each period. This statement is for your review only and allows you to reconcile your purchases. You must review the statement in a timely manner, as any disputed or fraudulent transactions must be reported to Wells Fargo Bank in a timely manner.

- **How will my monthly commercial card bills be paid?**

You are not responsible for the payment of your commercial card bills. The monthly statement you receive is for your review and reconciliation only. Accounts Payable will make one monthly payment to Wells Fargo Bank

covering expenses for all company employees using the card.

- **Who in our company may I talk to if I have questions going forward?**

We have designated the Program Administrator as Program Administrator(s) (PA). Mark Kleger Heine, the PA, should be contacted for any questions you have regarding limits, usage and other issues.

Only the PA has the authority to change any existing information or restrictions to a cardholder's account.

- **What should I do if I have a problem associated with something I bought with my *WellsOne* Commercial Card?**

Please refer to the "Disputed or Fraudulent Charges" section of this guide for complete details. It is extremely important that you address these items immediately.

- **Once I receive the card, can I begin using it immediately?**

Once you receive your card, you will be instructed to call Wells Fargo Bank's toll-free number and provide certain information (e.g., social security number or other meaningful data) to activate the card. This procedure ensures a secure card issuance process and helps to prevent fraud.

- **What should I do if my card is lost or stolen?**

It is extremely important to call Wells Fargo Bank's Customer Service toll-free number (1-800-932-0036) immediately in the event your card is lost or stolen. You must also notify your Program Administrator.

- **Can another employee utilize my card for purchases?**

Each *WellsOne* Commercial Card will be embossed with the individual employee's name. The employee is responsible for the proper use of his/her card. *At no time should another individual utilize your card.* When necessary, administrative assistants to authorized card holders may, with written permission from the authorized cardholder via a Purchase Order, make specifically authorized purchases on behalf of the authorized card holder. Such use requires written accounting of all such purchases made within one business day of purchase.

- **Can the *WellsOne* Commercial Card be used out the United States?**

Yes, the *WellsOne* Commercial Card is accepted worldwide. Purchases can be made in any currency and billed in U.S. Dollars.

- **What should I do if I need to change my monthly or single purchase limits?**

You may request a credit limit change online under the Personal Profile tab or contact your Program Administrator.

## APPENDIX I

### Cardholder User Agreement

You are being entrusted with Partnership for Los Angeles Schools purchasing credit card, issued by Wells Fargo Bank. The card is provided to you based on your need to operate locally on a daily basis and to purchase materials for the company. It is not an entitlement nor reflective of title or position. The card may be revoked at any time without your permission. Your signature below indicates that you have read and will comply with the terms of this agreement.

1. I understand that I will be making financial commitments on behalf of the Partnership for Los Angeles Schools and will strive to obtain the best value for the company.
2. I have read and will follow the Purchasing Card Policies and Procedures. Failure to do so could be considered a misappropriation of company funds. Failure to comply with this Agreement may result in either revocation of my use privileges or other corrective action, up to and including termination.
3. I understand that under no circumstances will I use the Purchasing Card to make personal purchases, either for myself or for others. Using the card for personal charges could be considered misappropriation of company funds and could result in corrective action, up to and including termination of employment.
4. I agree that should I violate the terms of this Agreement and use the Purchasing Card for personal use, the Partnership for Los Angeles Schools shall have the right to deduct any amounts owed, including but not limited to charges incurred from collection agencies, internal administration costs, court costs, etc, from my paycheck or final paycheck. The laws of the state of California shall govern the enforceability of this agreement.
5. The Purchasing Card is issued in my name. I will not allow any other person to use the card. I am considered responsible for any and all charges against the card.
6. The Purchasing Card is company property. As such, I understand that I may be periodically required to comply with internal control procedures designed to protect the Partnership for Los Angeles Schools assets. This may include being asked to produce the card to validate its existence and account number.
7. If the card is lost or stolen, I will immediately notify Wells Fargo Bank by telephone at 800-932-0036 and the Program Administrator at the Partnership for Los Angeles Schools.
8. I will receive a monthly statement, which will report all purchasing activity during the statement period. Since I am responsible for all charges (but not for payment) on the card, I will reconcile the statement each month, make any coding changes to the expenses if needed, and resolve any discrepancies by either contacting the merchant or Wells Fargo Bank myself.
9. I agree to surrender the Purchasing Card immediately upon termination of employment, whether for retirement, voluntary, or involuntary reasons.

\_\_\_\_\_  
Employee Name (Print)

\_\_\_\_\_  
Last 8 Digits of Card Number

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

# APPENDIX II

## Purchasing Card Account Maintenance Form

### TYPE OF REQUEST (Circle One)

A. New Account

B. Address Change

C. Account Closure

D. Name Change

E. Staff Relocation - New GL : \_\_\_\_\_

F. Temporary Credit Limit Increase: \_\_\_\_\_  
Amount

Reason for Increase/Date: \_\_\_\_\_

G. Single Transaction Limit Increase: \_\_\_\_\_  
Amount

H. Other \_\_\_\_\_  
Description

### TO ADD A NEW ACCOUNT (Request "A")

1. Circle "New Account" under Type of Request Above
2. Complete the section under "Card Information"

### TO CHANGE INFORMATION ON AN EXISTING ACCOUNT (all other requests)

1. Indicate Type of Request Above

3. Fill in current name on card

2. Fill in last 8 digits of account number

### 4. Complete only the Fields to be changed in Card

#### Information Section

Name - - 24 characters (Embossed on Card)

Last 5 digits of cardholder's Social Security Number

Address - -36 characters (Maximum)

Job Title

City - - 25 characters (Maximum)

Dept/GL Information

State - 2 characters

Zip - 5

Zip Expansion - 4

#### AUTHORIZATION

Employee Signature

Date

Approving Manager Signature

Date

Program Administrator Signature

Date

#### SPECIAL INSTRUCTIONS


**APPENDIX III**

**Preferred Vendor List**

**To be completed over time by the Partnership.**

**APPENDIX IV**

***Wells Fargo Bank Commercial Card Dispute Form***

**Wells Fargo must receive transaction dispute within 60 days of posting to your account.  
Attn: Dispute & Loss Specialist**

**Date:** \_\_\_\_\_

**Company Name:** \_\_\_\_\_

**Account Number:** \_\_\_\_\_

**Transaction Date:** \_\_\_\_\_ **Amount:** \_\_\_\_\_

**Merchant Description:** \_\_\_\_\_

**Please take a moment and check the appropriate statement that validates your dispute. Please attach any supporting documentation that validates your dispute, such as: credit memos, letter to merchants, sales slips or proof of payments.**

\_\_\_\_ I certify that the transaction disputed was not made by me or the person authorized by me to use the card, nor were the goods or services represented by this transaction received by myself or a person authorized by me.

\_\_\_\_ Although I did engage in the above transaction, I am disputing the entire charge, or a portion in the amount of \$\_\_\_\_\_. I have contacted the merchant and requested a credit to my account for the reason explained in the attached letter.

\_\_\_\_ The enclosed sales slip for \$ \_\_\_\_\_ appeared on my statement as \$ \_\_\_\_\_.

\_\_\_\_ The enclosed credit memo: \_\_\_\_ has not posted to my account OR was listed as a purchase on my statement/activity report.

\_\_\_\_ I did not receive the service and/or merchandise. I have contacted the merchant and they have not resolved my dispute. I expected to receive the merchandise/services on \_\_\_\_/\_\_\_\_/\_\_\_\_.

\_\_\_\_ I have already paid for the transactions shown above by: \_\_\_\_ check \_\_\_\_ cash \_\_\_\_ money order \_\_\_\_ other credit card.

\_\_\_\_\_  
**Your Signature** **Date** **Phone Number**

**Please return this form immediately. We appreciate your cooperation and urge you to contact us at 800-932-0036, if you have any questions. Fax completed form to 415-975-6635.**

APPENDIX V

*Declaration of Forgery or Unauthorized Use*

Re: Wells Fargo WellsOne<sup>sm</sup> Commercial Card

Account Number: \_\_\_\_\_

I, \_\_\_\_\_, have reported that my above numbered card or account. (Please check and complete applicable section)

With an expiration date of \_\_\_\_\_ was not received by me.

Was discovered missing on \_\_\_\_\_.

Was stolen on \_\_\_\_\_, at \_\_\_\_\_.

I have notified the \_\_\_\_\_ police, who took report # \_\_\_\_\_.

May have been used without my authorization, though valid card was in my possession at all times.

Additional information enclosed on separate sheet.

I last used the said card on \_\_\_\_\_, 20\_\_\_\_ in the city of \_\_\_\_\_.

Any duplicate of such card has been destroyed.

The transaction(s) listed below or on the attached sheet and/or transaction made after the date of the last usage were not made by me or by a person acting with my authorization. I received no benefit whatsoever from such use. I further authorize you to accept my telephone verification of any subsequent transaction(s).

TRANSACTION DESCRIPTION	TRANSACTION DATE	AMOUNT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I declare under penalty of perjury that the foregoing is true and correct, and I will testify, declare, depose or certify to the truth hereof before any competent tribunal, officer or person in any case now or hereafter pending in connection with the matters contained within this declaration

\_\_\_\_\_  
Executed at (City/County and State)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Cardholder

\_\_\_\_\_  
Signature of Other Authorized User

\_\_\_\_\_  
Signature Of Other Authorized User

As of August 15, 2008

**THE PARTNERSHIP  
FOR  
LOS ANGELES SCHOOLS  
EMPLOYEE HANDBOOK**

As of August 15, 2008

## INTRODUCTION

Welcome!

This Employee Handbook has been written to provide you with an overview of THE PARTNERSHIP FOR LOS ANGELES SCHOOLS (THE PARTNERSHIP), its personnel policies and procedures, and your benefits as a PARTNERSHIP employee.

This handbook is intended to explain in general terms those matters that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment and is not an employment contract. Written employment contracts between THE PARTNERSHIP and some individuals may supersede some of the provisions of this handbook. In order to retain necessary flexibility in the administration of its policies, procedures and benefits, THE PARTNERSHIP reserves the right to change, deviate from, eliminate, or revise them without notice whenever THE PARTNERSHIP determines that such action is warranted. For these reasons, we urge you to check with the Operations Department to obtain current information regarding the status of any particular policy, procedure or practice. These guidelines supersede and replace all previous personnel policies, practices and procedures.

Employees are expected to read this handbook thoroughly upon receipt and to know and abide by the policies outlined herein, as revised over time, throughout their employment.

If you have any questions or concerns about this Employee Handbook or any other policy or procedure please ask your Supervisor, the Chief Executive Officer, or your Human Resources contact. At this time, your Human Resources contact is Mark Kleger-Heine, Chief Operating Officer. Because the Human Resources contact is subject to change, please ask your Supervisor or the Chief Executive Officer for updated information if needed.

## **EMPLOYMENT RELATIONSHIP**

Unless you are employed under a written employment contract with different terms, employment at THE PARTNERSHIP can be terminated at any time, with or without cause or notice. Employment of any set duration can only be made by a written employment agreement signed by the Chief Executive Officer and you, as well as the Board of Directors. Any individual employment contract will generally be made on a fiscal year basis, with review and consideration for renewal each June 1<sup>st</sup> for the following fiscal year. Unless your employment is covered by a written employment agreement, this policy of at-will employment is the sole and entire agreement between you and THE PARTNERSHIP as to the duration of employment and the circumstances under which employment may be terminated.

With the exception of employment at-will, other terms and conditions of employment with THE PARTNERSHIP may be modified at the sole discretion of THE PARTNERSHIP with or without cause or notice at any time. No implied contract concerning any employment-related decision or term or condition of employment can be established by any other statement, conduct, policy, or practice. Examples of the types of terms and conditions of employment that are within the sole discretion of THE PARTNERSHIP include, but are not limited to: promotion; demotion; transfers; hiring decisions; compensation; benefits; qualifications; discipline; layoff or recall; rules; hours and schedules; work assignments; job duties and responsibilities; or any other terms and conditions that THE PARTNERSHIP may determine to be necessary for the safe, efficient, and economic operation of the organization.

Individuals who are Employees "on loan" from other organizations, i.e. employed by another organization, but assigned to work with the PARTNERSHIP, remain employees of their home employer and receive all compensation and benefits from that organization. Unless otherwise agreed in writing, the PARTNERSHIP retains the right to terminate the relationship at any time in its sole discretion. Notwithstanding the above, such individuals shall abide by the terms of this handbook at all times.

## **EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER**

It is THE PARTNERSHIP's policy to provide equal employment opportunity for all applicants and employees. THE PARTNERSHIP does not unlawfully discriminate on the basis of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), national origin, ancestry, age, physical or mental disability, marital status, medical condition, sexual orientation, or any other characteristic protected by state or federal law.

When necessary, THE PARTNERSHIP also makes reasonable accommodations for disabled employees and for pregnant employees who request an accommodation for pregnancy, childbirth, or related medical conditions.

Furthermore, THE PARTNERSHIP prohibits the harassment of any individual on any of the bases listed above. For information about the types of conduct that constitute impermissible harassment, or THE PARTNERSHIP's internal procedures for addressing complaints of harassment, please refer to THE PARTNERSHIP's Policy Against Harassment set forth in this Handbook.

This policy governs all aspects of employment, including hiring, job assignment, compensation, promotion, discipline, termination, and access to employee benefits and training. It is the responsibility of every supervisor and employee to conscientiously follow this policy. Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their Supervisor, the Chief Executive Officer, or the Human Resources contact. You should report every instance of unlawful discrimination regardless of whether you or someone else is the subject of the discrimination. Detailed reports--including names, descriptions, documents and actual events or statements made--will help THE PARTNERSHIP in its investigation. If THE PARTNERSHIP determines

that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. THE PARTNERSHIP will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management employees or your coworkers.

Retaliation for submitting a report of unlawful discrimination and for cooperating in any investigation is prohibited. Any Supervisor or Employee who retaliates against the accuser or those involved in the investigation will be disciplined, up to and including discharge from employment.

## **COMMENCING EMPLOYMENT**

### **Background Checks**

THE PARTNERSHIP recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. THE PARTNERSHIP will perform applicant background checks and employee investigations as required by Education Code section 47605[b][F], which states that "each employee of the organization will furnish the organization with a criminal record summary".

All employees must have fingerprints on file with the Los Angeles Unified School District, who will submit the results of the fingerprints to THE PARTNERSHIP, prior to first day of work. Proof of fingerprinting with LAUSD is a requirement of employment and must be provided to THE PARTNERSHIP prior to the first day of work. Fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the organization. These background checks may be performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by THE PARTNERSHIP may be taken into consideration in evaluating your suitability for employment, promotion, reassignment, or retention as an Employee.

THE PARTNERSHIP may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, THE PARTNERSHIP will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with THE PARTNERSHIP's lawful efforts to obtain relevant information, and may be disciplined up to and including termination for failure to do so.

Employees with adverse background information (such as a criminal conviction) may be ineligible for employment with THE PARTNERSHIP. In case of a prior arrest or conviction, the employee must discuss the history of the arrest or conviction with the Chief Executive Officer. The employee may be required to provide proof of a mistake in the official records or provide official explanation of the nature of the offense.

For additional information on background checks, please contact your Human Resources contact or Chief Executive Officer.

### **Documentation of an Employee's Right to Work**

THE PARTNERSHIP is committed to complying with the federal immigration laws, and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present proper documentation establishing identity and employment eligibility within the required time period.

Employees with general questions or seeking general information on immigration law issues are encouraged to contact the Human Resources contact. Employees may raise questions or good faith complaints about immigration law compliance without fear of reprisal.

### **Introductory Period**

Unless your employment is of any set duration pursuant to a written employment agreement, the first three months of your continuous employment at THE PARTNERSHIP is considered an introductory period. During this time you will learn your job duties and responsibilities and get acquainted with your fellow employees, offering both you and THE PARTNERSHIP an opportunity to determine whether you and your position are an initial match. Your supervisor will closely monitor your performance.

Upon completion of the introductory period, THE PARTNERSHIP will review your performance. If THE PARTNERSHIP finds your performance satisfactory and decides to continue your employment, you will be advised of any improvements expected from you. Completion of the introductory period does not entitle you to remain employed by THE PARTNERSHIP for a definite period of time, but rather allows both you and THE PARTNERSHIP to continue to evaluate whether or not you are a right fit for the position. Similarly, notwithstanding this probationary period, THE PARTNERSHIP may terminate an employee prior to the end of the three-month period, consistent with any contractual rights.

## **EMPLOYMENT STATUS**

Each THE PARTNERSHIP employee is either "exempt" or "nonexempt." An employee's duties, responsibilities, and salary determine whether his or her position is exempt or nonexempt. Exempt Employees are compensated on a salary basis and are not eligible for overtime pay. Generally, certificated, confidential, and professional Employees are considered exempt. Employees classified as nonexempt are eligible for overtime pay according to applicable state and federal guidelines.

In addition, throughout this handbook, employees are categorized as either "full-time" or "part-time," and several of the policies and benefits described herein depend on whether the employee is full-time or part-time. Those categorizations are defined as follows:

### **Full-Time Employees:**

Full-time employees are those employees who are regularly scheduled to work 40 or more hours per week throughout the calendar year. Generally, they are eligible for the employment benefit and leave programs provided by THE PARTNERSHIP, subject to the terms, conditions, and limitations of each benefit program, as described later in this handbook.

### **Part-Time Employees:**

Part-time employees are those employees who are regularly scheduled to work fewer than 40 hours per week. Part-time Employees may be assigned a work schedule in advance or may work on an as-needed basis. As described later in this handbook, part-time employees receive all legally mandated benefits and leaves, but they generally are ineligible for all of THE PARTNERSHIP's other employment benefit and leave programs. A change from part-time to full-time status will be effective only if the employee has been advised of the status change by the Human Resources contact.

## **WORKING HOURS AND PAY**

### **Schedule**

THE PARTNERSHIP's hours of operation are 8:00 a.m. to 6:00 p.m. Monday through Friday. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Your supervisor will assign your individual work schedule, but all full-time employees are expected to be at work no later than 9:00 a.m. each day. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work.

If you need to modify your schedule, request the change with your supervisor. All schedule changes or modifications must be approved by your supervisor.

### **Meal and Rest Breaks**

THE PARTNERSHIP provides employees with meal and rest breaks according to applicable laws. Currently, nonexempt employees working a shift of between 5 and 10 hours on any given workday will receive at least a 30-minute unpaid meal break. A nonexempt employee working a shift of 6 hours or less may waive this meal period if both THE PARTNERSHIP and the employee consent to the waiver in writing.

A nonexempt employee working a shift of 3½ hours or more also is given a 10-minute paid rest break per every 4 hours worked. In practical terms, this means that a nonexempt employee who works over 6 hours in one day is given two 10-minute rest breaks and an unpaid meal break, while one who works 6 hours or less is given one 10-minute rest break. A full-time nonexempt employee who works an 8-hour day should typically take one rest break mid-morning, and one rest break mid-afternoon, in addition to the 30-minute meal break. Your supervisor will schedule your meal and rest periods. Employees should make every effort to take their rest breaks. Rest break time may not be combined with meal break time. Employees who work less than 3½ hours in a day are not entitled to a rest break.

Employees who are not able to take any of their rest or meal breaks must tell their supervisor as soon as possible, but by no later than the end of the work day.

### **Timekeeping Procedures**

All nonexempt employees must record their actual time worked on a THE PARTNERSHIP timesheet for payroll and benefit purposes. The timesheet may be obtained from the Operations Department. Nonexempt employees must record the time work begins and ends, as well as the beginning and ending time of each meal period. Nonexempt employees must also record any departure from work for any non-work-related reason.

Signed and completed timesheets must be turned in to your supervisor at the end of each workweek. Any questions about filling out a timesheet should be directed to your supervisor or to the Human Resources contact.

All exempt employees must record their vacation time, sick time, and other compensated or uncompensated leave time on a "Request for Time Off" form provided by THE PARTNERSHIP's Operations Department. It is each exempt employee's responsibility to complete this form accurately and on a timely basis. This form must be approved by the employee's supervisor and submitted to the Operations Department no later than the day before a vacation day or two business days following a sick day.

It is each employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors on your timecard should be reported immediately to your supervisor, who will attempt to correct legitimate errors. Altering, falsifying, and tampering with time records, or recording time on another employee's time record is prohibited and subject to disciplinary action, up to and including termination of employment.

### **Overtime**

As explained above in the section entitled Employment Status, employees classified as "nonexempt" are eligible for overtime pay according to applicable state and federal guidelines. Employees in exempt positions are not eligible for overtime pay.

When THE PARTNERSHIP needs cannot be met during regular working hours, nonexempt employees may be required to work overtime. All overtime work must be authorized in advance by your Supervisor. Working overtime without prior authorization may result in disciplinary action up to and including termination.

Overtime will be computed based on actual time worked. Only those hours that are actually worked are added together to determine an employee's overtime pay. For more information regarding overtime rates, contact your supervisor or the Human Resources contact.

### **Payment of Wages**

Employees are paid twice a month, on the 15<sup>th</sup> day and the last day of the month. If a regular payday falls on a weekend or holiday, employees will be paid on the working day prior to the weekend or holiday.

## **PERSONNEL**

### **Personnel Records**

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a THE PARTNERSHIP representative at a mutually convenient time. No copies of documents in your file may be made, with the exception of documents that you have previously signed. You may add your comments to any disputed item in the file.

THE PARTNERSHIP will restrict disclosure of your personnel file to authorized individuals within THE PARTNERSHIP. Any request for information contained in the personnel files must be directed to the Human Resources contact. Only Human Resources is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited as provided by law.

### **Changes in Employee Information**

THE PARTNERSHIP is required by law to keep current all employees' names and addresses. An employee is responsible for notifying the Human Resources contact about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

### **Employee References**

All requests for references must be directed to Human Resources. No one other than Human Resources is authorized to release references for current or former employees. It is THE PARTNERSHIP's policy to

disclose only the dates of employment and the title of the last position held of former employees. If the employee authorizes the disclosure in writing, the Company also will inform prospective employers of the amount of salary or wage you last earned.

## **DISCIPLINE AND RULES OF CONDUCT**

### **Job Performance Guidelines/Cause for Termination**

All employees are expected to observe certain standards of job performance and good conduct. When performance or conduct does not meet THE PARTNERSHIP standards, the employee may be subject to discipline, up to and including termination, subject to THE PARTNERSHIP's grievance procedures described in this Handbook.

THE PARTNERSHIP may immediately terminate an employee for cause, including employees whose employment is governed by a written contract for a specified term. Whether or not "cause" for termination exists will be determined at the sole discretion of the Chief Executive Officer and THE PARTNERSHIP's Board of Directors. By way of example (but by no means is this intended to be an exhaustive list), good cause for termination will exist under the following circumstances:

1. Unsatisfactory performance;
2. Unfit for service, including the inability to appropriately perform job duties;
3. Insubordination;
4. Falsifying or concealing information on employment records, employment information, an employment application, time record, or other THE PARTNERSHIP record;
5. Willfully or maliciously making false statements regarding any co-worker or THE PARTNERSHIP, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating THE PARTNERSHIP's Policy Concerning Violence on THE PARTNERSHIP Property;
6. Theft or the deliberate or careless damage or destruction of THE PARTNERSHIP property, or the property of THE PARTNERSHIP's employees, LAUSD students or anyone on THE PARTNERSHIP property;
7. Possessing weapons on THE PARTNERSHIP property at any time or while acting on behalf of THE PARTNERSHIP;
8. Violation of THE PARTNERSHIP's Policy Against Harassment;
9. Violation of THE PARTNERSHIP's Conflicts of Interest Policy or Code of Ethics;
10. Refusal to comply with any federal or state regulation or law, or refusal to comply with any THE PARTNERSHIP policy or procedure;
11. Possession of or being under the influence of illegal drugs, legal drugs that impair performance, or alcohol while performing any professional duties or when publicly representing THE PARTNERSHIP, such as at a professional conference, or otherwise violating THE PARTNERSHIP's Drug-Free Workplace Policy;

12. Engaging in criminal conduct whether or not related to job performance;
13. Gross negligence leading to the endangerment or harm of a child or children;
14. Excessive absenteeism;
15. Violating any safety, health, security, or THE PARTNERSHIP policy, rule, or procedure;
16. Reduction in force or THE PARTNERSHIP closure.

The rules set forth above are intended to provide employees with some guidelines regarding expected conduct and performance that might lead to termination. Employees should be aware that conduct not specifically listed also might result in disciplinary action, up to and including termination.

### **Unlawful Harassment**

THE PARTNERSHIP is committed to providing a workplace and school environment in which all individuals are treated with respect and dignity. THE PARTNERSHIP expects that all relationships among persons in the workplace and in the classroom will be free of bias, prejudice, and harassment. THE PARTNERSHIP specifically prohibits harassment of any kind, whether verbal, physical or visual, that is based on an individual's race, color, religion, national origin, ancestry, age, physical or mental disability, marital status, medical condition, sex, pregnancy, childbirth, or related medical condition, sexual orientation, veteran status or any other category protected by state or federal law.

This policy applies to all applicants and staff, and, pursuant to the policy, THE PARTNERSHIP will not tolerate harassment, discrimination, or retaliation, whether engaged in by or directed at supervisors, co-workers, contractors, students, parents or visitors.

### **Prohibited Conduct:**

Prohibited harassment includes unwelcome verbal, physical, and/or visual conduct that creates an intimidating, offensive, or hostile working/classroom environment or that interferes with work/class performance. Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding the victim's sex, race, color, national origin, religion, age, physical or mental disability, ancestry, marital status or any other category protected by applicable federal or state law.

Sexually harassing conduct in particular may include all of these prohibited actions, as well as other unwelcome conduct, such as requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances. Sexual harassment can be by a person of either the same or the opposite sex. Conduct constitutes sexual harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

All such harassment, regardless of form, violates THE PARTNERSHIP's policies, which may subject the harasser to disciplinary action up to and including termination. The harassment also may violate state and federal laws, which may subject the harasser to personal liability for such conduct. Harassing behavior is unacceptable in the workplace itself, in the classroom, in other work-related settings such as professional conferences, school-related social events, and other THE PARTNERSHIP-related circumstances.

Because much of THE PARTNERSHIP business is conducted at Los Angeles Unified School District ("LAUSD") schools, all PARTNERSHIP employees and other personnel shall review, and conduct

themselves according to, LAUSD Policy on Sexual Harassment (Bulletin 3349, as it may be amended or superseded), in relation to contact and relationships with LAUSD personnel, parents and students. This LAUSD Policy can be found at: <http://www.lausd.net/lausd/offices/eec/pdfs/Bul-3349.pdf>. The Chief Operating Officer maintains a physical copy for review and reproduction.

Child abuse and neglect, including sexual contact or conduct in relation to students is strictly prohibited. THE PARTNERSHIP has a zero tolerance policy for such conduct and such conduct is cause for immediate termination. Additionally, employees and other personnel should become familiar with and conduct themselves according to LAUSD Policy on Child Abuse and Neglect Reporting Requirements (Bulletin 1347, as it may be amended or superseded) which can be found at: [http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\\_LAUSD/FLDR\\_ORGANIZATIONS/FLDR\\_GENERAL\\_COUNSEL/CHILD%20ABUSE%20AND%20NEGLECT%20REPORTING%20REQUIREMENTS%20BULLETIN%20NO.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_GENERAL_COUNSEL/CHILD%20ABUSE%20AND%20NEGLECT%20REPORTING%20REQUIREMENTS%20BULLETIN%20NO.PDF). The Chief Operating Officer maintains a physical copy for review and reproduction.

### **Complaint Procedure:**

Any incidents of harassment, including work-related harassment by any THE PARTNERSHIP personnel or any other person, should be reported to the Human Resources contact, the Chief Executive Officer, or a supervisor. Supervisors who receive complaints or who observe harassing conduct should immediately inform the Human Resources contact and the Chief Executive Officer. Prompt reporting of any harassing conduct enables THE PARTNERSHIP to respond rapidly and take appropriate action, and helps THE PARTNERSHIP maintain an environment free of harassment for all employees.

Every reported complaint of harassment will be investigated by THE PARTNERSHIP thoroughly, promptly, and objectively. During the investigation, THE PARTNERSHIP will maintain employees' confidentiality to the extent consistent with applicable law. If the investigation confirms a violation of this policy, THE PARTNERSHIP will take appropriate disciplinary action up to and including termination.

THE PARTNERSHIP will not tolerate retaliation against any employee for making a good faith complaint about harassment, or for cooperating in an investigation, proceeding, or hearing on a complaint. Retaliation itself is a violation of this policy and should be reported immediately. Any person who engages in retaliatory conduct towards any employee who cooperated in an investigation or made a good faith complaint will be subject to discipline, up to and including termination.

### **Policy Concerning Violence in the Workplace**

THE PARTNERSHIP recognizes that violence in the workplace and schools is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of THE PARTNERSHIP employees, as well as staff and students in Partnership schools are paramount. Therefore, THE PARTNERSHIP has adopted this policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect THE PARTNERSHIP or that occur on THE PARTNERSHIP property or in the conduct of THE PARTNERSHIP business off THE PARTNERSHIP property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in THE PARTNERSHIP operations, including, but not limited to, THE PARTNERSHIP personnel, contract workers, temporary employees, and anyone else on THE PARTNERSHIP property or conducting THE PARTNERSHIP business off THE PARTNERSHIP property, including PARTNERSHIP students, parents and school staff. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

In addition, THE PARTNERSHIP has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits. Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor badges.

Report any suspicious persons or activities to security personnel. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our students and employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Chief Executive Officer or Chief Operating Officer when known persons are acting in a suspicious manner in or around the facilities, or when keys, security passes, or identification badges are missing.

**Workplace Violence Defined:**

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of THE PARTNERSHIP property; defacing THE PARTNERSHIP property or causing physical damage to the facilities; and, with the exception of security personnel, bringing weapons or firearms of any kind on THE PARTNERSHIP premises or while conducting THE PARTNERSHIP's business.

**Enforcement/Complaint Procedure:**

Any person who engages in a threat or violent action on THE PARTNERSHIP property will be removed from the premises as quickly as can be done safely or as required, at THE PARTNERSHIP's discretion, to remain off THE PARTNERSHIP premises pending the outcome of an investigation of the incident.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, PARTNERSHIP student, PARTNERSHIP parent, PARTNERSHIP school staff member, visitor, or anyone else, he or she must immediately notify his or her supervisor, the Chief Executive Officer, and/or Human Resources. Further, employees should notify his or her supervisor, the Chief Executive Officer, and/or Human Resources if any restraining order is in effect, or if a potentially violent nonwork-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, THE PARTNERSHIP will inform the reporting individual of the results of the investigation. To the extent feasible, THE PARTNERSHIP will maintain the confidentiality of the reporting employee. However, THE PARTNERSHIP may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). THE PARTNERSHIP will not tolerate retaliation against any employee who reports workplace violence.

If THE PARTNERSHIP determines that workplace violence has occurred, THE PARTNERSHIP will take appropriate corrective action and may impose discipline on offending employees, up to and including termination.

**Drug-Free Workplace**

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, to protect the workplace, LAUSD school grounds, equipment, and operations, and in compliance with government requirements, THE PARTNERSHIP has established this policy concerning the use of drugs. As a condition of continued employment with THE PARTNERSHIP, each employee must abide by this policy.

This policy applies whenever the interests of THE PARTNERSHIP may be adversely affected, including any time that an employee is on THE PARTNERSHIP premises and conducting or performing activities on behalf of THE PARTNERSHIP (regardless of location).

Employees who suspect they may have alcohol or drug problems, even in the early stages, are encouraged to voluntarily seek diagnosis and follow through with any treatment as prescribed by qualified

professionals. Employees who wish to voluntarily enter and participate in an approved alcohol or drug rehabilitation program are encouraged to contact Human Resources, who will determine whether THE PARTNERSHIP can accommodate the employee by providing unpaid leave for the time necessary to complete participation in the program. Employees should be aware that participation in a rehabilitation program will not necessarily shield them from disciplinary action for a violation of this policy.

### **Illegal Drugs**

An "illegal drug" is any drug or substance that is not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully. Any employee who uses, possesses, purchases, sells, manufactures, distributes, transports, or dispenses any illegal drug will be subject to discipline up to and including termination. "Possesses" means that the employee has the substance on his or her person or otherwise under his or her control. Any employee who is under the influence of any illegal drug will be will be subject to discipline up to and including termination.

### **Legal Drugs**

A "legal drug" is any drug, including any prescription drug or over-the-counter drug or alcohol, that has been legally obtained and that is not unlawfully sold or distributed. Any employee who abuses a legal drug will be subject to discipline up to and including termination. "Abuse of a legal drug" means the use of any legal drug for any purpose other than the purpose for which it was prescribed or manufactured, or in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer. Any employee who purchases, sells, manufactures, distributes, transports, or dispenses any legal prescription drug in a manner inconsistent with law will be subject to discipline up to and including termination. Any employee who works while impaired by the use of a legal drug will be subject to discipline up to and including termination whenever such impairment might (1) endanger the safety of the employee, PARTNERSHIP students or some other person; (2) pose a risk of significant damage to THE PARTNERSHIP property or equipment; or (3) substantially interfere with the employee's job performance or the efficient operation of THE PARTNERSHIP equipment.

THE PARTNERSHIP recognizes that employees may be prescribed legal drugs that, when taken as prescribed or according to the manufacturer's instructions, may result in their impairment. Employees may not work while impaired by the use of legal drugs if the impairment might endanger the employee, PARTNERSHIP students or someone else, pose a risk of significant damage to THE PARTNERSHIP property, or substantially interfere with the employee's job performance. If an employee is so impaired by the appropriate use of legal drugs, he or she may not report to work.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy. Furthermore, nothing in this policy is intended to diminish THE PARTNERSHIP's commitment to employ and reasonably accommodate qualified disabled individuals. THE PARTNERSHIP will reasonably accommodate qualified disabled employees who must take legal drugs because of their disability.

### **Disciplinary Action**

A first violation of this policy will result in immediate termination whenever the prohibited conduct caused injury to the employee, a PARTNERSHIP student, or any other person, or endangered the safety of the employee, PARTNERSHIP student, or any other person.

In circumstances other than those described in the above paragraph, THE PARTNERSHIP may choose not to terminate an employee for a first violation of this policy. In addition to termination, disciplinary action for a violation of this policy can include, but is not limited to, suspension and/or counseling.

## **Criminal Convictions**

An employee who is convicted under a criminal drug statute for a violation occurring in the workplace or during any PARTNERSHIP-related activity or event will be deemed to have violated this policy. Employees must notify THE PARTNERSHIP of any conviction under a criminal drug statute for a violation occurring in the workplace within 5 days after any such conviction. As required by federal law, THE PARTNERSHIP will notify any federal agency with which it has a contract of any employee who has been convicted under a criminal drug statute for a violation occurring in the workplace.

## **Confidentiality of Drug Use Disclosures**

Disclosures made by employees to the Human Resources contact concerning their use of legal drugs will be treated with due regard to confidentiality and will ordinarily not be revealed to others unless there is a work- or school-related reason for doing so. Disclosures made by employees to the Human Resources contact concerning their participation in any drug or alcohol rehabilitation program will be treated confidentially to the extent legally permitted.

## **Drug-Free Awareness Program**

THE PARTNERSHIP has established a Drug-Free Awareness Program. Employees with questions about the policy are encouraged to contact the Human Resources contact.

## **Punctuality & Attendance**

THE PARTNERSHIP expects all employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work, and late arrivals burden your fellow employees, students, and THE PARTNERSHIP. If you cannot avoid being late to work or are unable to work as scheduled, you must call your Supervisor (if any), the Chief Executive Officer, or your Human Resources contact as soon as possible. All events of lateness or absenteeism must be reported on employees' Request for Time Off forms.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided. Excessive absenteeism may lead to disciplinary action, up to and including termination of employment.

## **Confidentiality**

Information about THE PARTNERSHIP, its employees, students, suppliers, and vendors is to be kept confidential and divulged only to individuals within THE PARTNERSHIP with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with your supervisor and/or the Chief Executive Officer.

All records and files maintained by THE PARTNERSHIP are confidential and remain the property of THE PARTNERSHIP. Records and files are not to be disclosed to any outside party without the express permission of the Chief Executive Officer. Confidential information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information on students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding THE PARTNERSHIP's operations, procedures, or practices. Confidential information may not be removed from THE PARTNERSHIP premises without express authorization.

Confidential information obtained during or through employment with THE PARTNERSHIP may not be used or disclosed by an employee, except as job-related. Employees must also maintain the confidentiality, use or disclosure of confidential information at all times following termination of employment. THE PARTNERSHIP reserves the right to seek all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of THE PARTNERSHIP's confidentiality policies.

### **Operation Of Motor Vehicles**

No employee shall operate a motor vehicle while under the influence of alcohol, drugs or other substance that can impair judgment while on work time or THE PARTNERSHIP business.

Drivers must operate vehicles carefully and keep them under control at all times. Drivers must observe all local traffic ordinances, give proper warning signals and be courteous toward other drivers and pedestrians. All drivers and passengers are required to use seat/safety belts while on THE PARTNERSHIP business.

All employees required to operate a motor vehicle, as part of their employment duties must maintain a valid driver's license and acceptable driving record. The PARTNERSHIP will run a motor vehicle department check to determine an employee's driving record. It is the employee's responsibility to provide a copy of his or her current driver's license for his or her personnel file. Any changes in the employee's driving record, including, but not limited to, driving infractions, must be reported to THE PARTNERSHIP.

State law requires all motorists to carry automobile liability insurance. Any employee who uses their own vehicle as a part of their employment duties must provide THE PARTNERSHIP with a current proof of insurance statement or card.

### **Prohibited Use of Company Cell Phone While Driving**

In the interest of the safety of employees and other drivers, employees are prohibited from using cell phones while driving on THE PARTNERSHIP business and/or work time.

If an employee's job requires that the employee keep a cell phone turned on while the employee is driving, the employee must use a hands-free device and safely pull off the road before conducting Firm business. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on The Partnership business and/or time. *Violating this policy is a violation of law beginning July 1, 2008.*

### **Performance Evaluations**

Performance evaluations generally are conducted annually to provide both you and your supervisor with the opportunity to discuss your job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving your performance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of THE PARTNERSHIP and depend upon many factors in addition to performance.

## **Complaint/Grievance Procedure**

Employees who have a complaint, wish to challenge disciplinary action taken by THE PARTNERSHIP, or otherwise claim that their individual employment contract has been violated must use the following procedures:

Step 1: The employees must schedule an appointment with the Chief Executive Officer to discuss the problem/incident, or else must submit a grievance in writing, within 10 calendar days of the event/condition giving rise to the grievance. If the nature of the complaint includes an issue with the Chief Executive Officer, the employee may submit a written request to Human Resources to determine if a grievance exists. If the grievance is not resolved within 14 calendar days of receipt by the Chief Executive Officer or Human Resources, the grievance shall be deemed denied and the employee may proceed to step 2.

Step 2: If the grievance is denied, the employee may request mediation, which will consist of a conference with the Chief Executive Officer, employee, employee representative (if desired), and two representatives appointed by THE PARTNERSHIP Board. The mediation shall be held within 35 calendar days of receipt of the request for mediation. The Panel will issue a written decision within 10 calendar days, which will be binding. Non-participation in the process will result in issuance of a conference memo/notice that the grievance has been finally denied.

## **THE PARTNERSHIP FACILITIES**

### **THE PARTNERSHIP/Personal Property**

All THE PARTNERSHIP property--including desks, storage areas, work areas, file cabinets, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles--must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes.

THE PARTNERSHIP reserves the right to inspect desks/workstations, as well as any contents, effects or articles that are in desks, including personal handbags, briefcase and backpacks. Such inspection can occur at any time, with or without advance notice or consent.

Terminated employees should remove any personal items at the time they leave THE PARTNERSHIP. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.s

### **Use of THE PARTNERSHIP Technology and other Property**

THE PARTNERSHIP's technical resources, such as its computer system, voice mail system, cell phone (if provided by the Partnership), and e-mail, are provided for use in THE PARTNERSHIP business, and are to be reviewed, monitored, and used only for business purposes, except as provided in this policy. Employee computer data, voice mail messages, cell phone bills, and e-mail transmissions may be reviewed by THE PARTNERSHIP. Employees are otherwise permitted to use THE PARTNERSHIP's equipment for occasional, non-work purposes. Nevertheless, employees should understand that they have no right of privacy as to any information or file maintained in or on THE PARTNERSHIP's property or transmitted or stored through THE PARTNERSHIP's computer systems, voice mail, e-mail, or other technical resources. All bills and other documentation related to the use of THE PARTNERSHIP equipment or property are the property of THE PARTNERSHIP and may be reviewed and used for purposes that THE PARTNERSHIP considers appropriate.

Messages stored and/or transmitted by voice mail or e-mail must not contain content that may reasonably be considered offensive or disruptive to any employee. Offensive content would include, but not be limited to, sexual comments or images, racial slurs, gender-specific comments or any comments or images that would offend someone on the basis of his or her age, sexual orientation, religious or political beliefs, national origin, or disability.

## **EMPLOYEE BENEFITS**

### **Health Care Benefits**

THE PARTNERSHIP provides a comprehensive medical, dental and vision insurance plan for eligible employees and their eligible dependents. An "eligible employee" is one who has a normal work schedule of at least 30 hours per week and is not employed on a temporary, substitute, or 1099 basis, and who is not "on loan" from another organization or from a school districts through detached service or other agreement. An "eligible dependent" has one of the following relationships with an eligible employee: lawful spouse; domestic partner (restrictions apply); unmarried child under age 19 (natural or legally adopted) of the employee or the employee's enrolled spouse; or unmarried child (between 19 and 24) who is a full-time student and qualifies as a dependent for Federal Income Tax purposes.

If eligible, as part of the compensation for health insurance THE PARTNERSHIP will cover the costs for the employee and all eligible dependents for THE PARTNERSHIP's approved health plans. Approved health plans can be provided by the Human Resources contact, and will include an HMO plan provided by Health Net, as well as vision and dental coverage provided by Guardian. If the employee elects to be covered by a more expensive plan (such as a PPO provided by Health Net), deductions will be made from the employee's paycheck to cover the excess costs. If an eligible employee waives his or her right to this benefit, he or she will be eligible to receive an additional \$100 per month in gross pay. The Medical insurance coverage is a benefit provided by THE PARTNERSHIP. Employees should consult the Summary Plan Description for more complete information about eligibility and the details of THE PARTNERSHIP's medical insurance plan. Copies of the Plan Document and Summary Plan Description are available with the Human Resources contact. The Plan Document is controlling.

### **Disability and Life Insurance**

THE PARTNERSHIP provides employees with disability and life insurance for all eligible employees, based on the same definition used for Health Care Benefits. For additional details on coverage amounts, contact your Human Resources contact.

### **Workers' Compensation Insurance**

THE PARTNERSHIP provides a workers' compensation insurance program to protect employees who are injured on the job. This insurance provides medical, surgical and hospital treatment in addition to payment for loss of earnings that result from work-related injuries. The cost of this coverage is paid completely by THE PARTNERSHIP.

Employees who sustain work-related injuries or illnesses should inform the Human Resources contact immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Individuals who are on "on loan" from other school districts through detached service or other agreement receive Workers' Compensation Insurance from their school district employer.

### **Other Legally Mandated Benefits**

Other legally mandated benefit programs (such as Social Security, state disability, paid family leave benefits and unemployment insurance) cover all employees in the manner prescribed by law. Employees are encouraged to contact the Human Resources contact with any questions they may have regarding these employee benefits.

### **State Teachers Retirement (STRS)**

THE PARTNERSHIP is not a STRS employer and does not provide access to such benefits. For additional information on the STRS program you may call STRS directly at (800) 228-5453.

### **California Public Employees Retirement System (CalPERS)**

THE PARTNERSHIP is not a PERS employer and does not provide access to such benefits. For additional information you may contact PERS at (800) 228-5453.

### **403b Retirement**

Full time employees are eligible to participate in THE PARTNERSHIP's 403(b) retirement plan program. The employee contribution is a percentage amount determined by the employee up to legally mandated limits, and treated as an applicable government pre tax contribution. This deposit is matched by a contribution by THE PARTNERSHIP of up to 6 percent of an employee's salary. For additional information you may contact the Human Resources contact.

## **VACATION AND LEAVE POLICIES**

### **Holidays**

Full-time employees will receive time off with pay at their normal base rate if they are scheduled to work on any of the twelve (12) THE PARTNERSHIP-observed holidays listed below. If the holiday falls on a weekend, THE PARTNERSHIP will designate either the Friday or the Monday adjacent to the weekend as a paid day off.

- New Year's Day
- Martin Luther King, Jr.'s Birthday
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve day
- Christmas Day
- New Year's Eve day

## **Vacation**

### **Accrual**

Full-time employees accrue and may take paid vacation. **Part-time and temporary employees do not qualify for paid vacation time.** Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month). Vacation days will not accrue during any unpaid leave of absence.

### **Vacation Cap**

A full-time employee may accrue unlimited days of unused vacation.

### **Compensation for Vacation**

Vacation can be taken in half-day increments only. Employees will receive pay at their normal base rate for vacation days taken. Full-time, nonexempt employees will be paid for vacation based on an 8-hour workday. An eligible full-time employee who has accrued vacation days may not receive pay in lieu of vacation except upon termination, at which point any accrued but unused vacation time will be paid.

### **Vacation Approval and Scheduling**

Requests for vacation must be approved in advance. In order to request vacation, employees must fill out a "Request for Time Off" form. This form can be obtained from the Human Resources contact.

## **Sick Leave**

THE PARTNERSHIP provides paid accrued sick leave to full-time employees for periods of temporary absences due to illness, injury, or disability, as follows:

### **Accrual**

Full-time employees accrue sick leave on a monthly basis--an employee accrues one sick day per month they are scheduled to work. For example, full-time employees whose employment contracts employ them from September 1 to June 30 will accrue 10 sick days during the academic year, while full-time employees who are scheduled to work during the entire calendar year will accrue 12 sick days per year. All unused sick days will carry over from one fiscal year to the next. Sick leave will not accrue during any unpaid leave of absence.

### **Compensation for Sick Leave**

Eligible employees may take sick leave in half-day increments. Employees will receive pay at their normal base rate for any sick leave taken. For example, a full-time, nonexempt employee will be paid sick leave based on an 8-hour workday for a full-day leave, and a four-hour workday for a half-day leave. No employee may receive pay in lieu of sick leave, and employees will not receive pay for unused sick leave that has expired upon termination of their employment.

## **Use**

Sick leave may be used for personal illness, injury, or disability. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Eligible employees are permitted to use their accrued sick leave in order to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent (including a biological, foster, or adoptive parent, stepparent or legal guardian), spouse, or domestic partner. Time off for medical and dental appointments will be treated as sick leave.

Employees may not use sick time until it is accrued.

THE PARTNERSHIP retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability. Sick pay may be withheld if a satisfactory verification is not timely received.

## **Requesting Sick Leave**

Eligible employees should call in to their supervisor, the Chief Executive Officer, or the Human Resources contact as soon as they are aware that they are unable to report to work. THE PARTNERSHIP requests that employees attempt to provide at least 2 hours notice.

If medical circumstances allow, employees should fill out a "Request for Time Off" form before taking sick leave. These forms can be obtained from the Human Resources contact.

## **Coordination of Sick Leave Benefits With Other Benefits**

THE PARTNERSHIP will pay sick leave benefits (to the extent they have been accrued) to an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, THE PARTNERSHIP will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from either state disability or other insured unemployment disability plan. It is your responsibility to apply for any disability benefits for which you may be eligible as a result of illness or disability, including California State Disability Insurance, paid family leave benefits, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

## **Other Leaves of Absence**

In addition to vacation, sick leave, and holidays, THE PARTNERSHIP makes available to eligible full-time employees the leaves of absence described below. All employees may be entitled to take certain other leaves as required by law, some of which also are described below. Employees with questions regarding these policies should contact the Human Resources contact.

## **Family or Personal Illness Leave**

Eligible full-time employees may take up to 10 days unpaid leave per rolling 12-month period for their own personal illness or to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, or sibling.

Family or Personal Illness Leave benefits are available to a full-time employee only after the employee has been working at THE PARTNERSHIP for a total of at least twelve (12) months. In addition, the employee must first exhaust all accrued sick leave and all accrued vacation. In order to request Family or Personal Illness Leave, employees should fill out a "Request for Time Off" form as soon as the employee is aware of the need for such leave. These forms can be obtained from the Human Resources contact.

THE PARTNERSHIP retains the right to request verification from a licensed health care practitioner for any absences requested under THE PARTNERSHIP's Family or Personal Illness Leave policy.

THE PARTNERSHIP will maintain, for up to a maximum of 12 workweeks of family and medical leave, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, THE PARTNERSHIP may recover premiums it paid to maintain health coverage if you do not return to work following family or medical leave.

If you are on family and medical leave but you are not entitled to continued paid coverage, you may continue your group health insurance coverage through THE PARTNERSHIP in conjunction with federal COBRA guidelines by making monthly payments to THE PARTNERSHIP for the amount of the relevant premium. Please contact Human Resources for further information.

Under most circumstances, upon return from family and medical leave, you will be reinstated to your previous position, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, during and upon return from a family and medical leave, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on family and medical leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement.

If you are returning from family and medical leave taken for your own serious health condition, but you are unable to perform the essential functions of your job because of a physical or mental disability, THE PARTNERSHIP will attempt to reasonably accommodate you. Your use of family and medical leave will not result in the loss of any employment benefit that you earned or were entitled to before using family and medical leave.

### **Parental Leave**

Eligible full-time female employees who give birth to a child may take up to 10 days paid leave per rolling 12-month period for the birth of a child. Eligible full-time male employees who have or adopt a child, or eligible female employees who adopt a child may take up to 10 days paid leave per rolling 12-month period. An eligible employee may take Parental Leave in addition to any accrued and unused vacation and/or sick leave.

Parental Leave benefits are available to a full-time employee only after the employee has been working at THE PARTNERSHIP for twelve (12) consecutive months for classified/administrative staff. If both the mother and the father are employed by THE PARTNERSHIP and are eligible to take the leave, the total amount of leave taken under THE PARTNERSHIP's Parental Leave

policy for both the mother and father combined cannot exceed 10 days after all vacation and sick leave.

Upon written request and approval, eligible full-time employees may take an additional unpaid leave under this Parental Leave policy of up to 10 days. However, the employee must substitute any accrued and unused sick leave or vacation time to cover an otherwise unpaid Parental Leave. For example, if the employee has 5 accrued/unused vacation days and 2 accrued/unused sick days, his or her available leave for the birth or adoption of a child would consist of 10 paid Parental Leave days, 5 paid vacation days, 2 paid sick days, and 3 unpaid Parental Leave days.

In order to request Parental Leave, employees should fill out a "Request for Time Off" form at least 30 calendar days before the anticipated start of the leave. These forms can be obtained from the Human Resources contact.

### **Pregnancy-Related Disability Leave**

#### Leave Of Absence and Transfers

Any employee who is qualified under California's pregnancy disability laws and is disabled on account of pregnancy, childbirth or related conditions may take a pregnancy-related disability leave of up to 4 months. Pregnancy-related disability leaves may be taken intermittently, or on a reduced-hours schedule, as medically necessary.

Likewise, in accordance with California's pregnancy disability laws, THE PARTNERSHIP will provide a qualified employee with a reasonable accommodation for pregnancy, childbirth, or related medical conditions if the employee requests a reasonable accommodation and the employee provides THE PARTNERSHIP with medical certification from her health care provider establishing that the employee requires a reasonable accommodation. In addition to other potential forms of reasonable accommodation, THE PARTNERSHIP will temporarily transfer a pregnant employee to a less strenuous or hazardous position or to less hazardous or strenuous duties if she so requests, the transfer request is supported by proper medical certification, and the transfer can be reasonably accommodated.

#### Procedure for Requesting Pregnancy-Related Disability Leave or Transfer

Employees should notify THE PARTNERSHIP of their request for pregnancy-related disability leave as soon as they are aware of the need for such leave. For foreseeable events, if possible, the employee should provide 30 calendar days' advance notice to THE PARTNERSHIP of the need for pregnancy-related disability leave. If it is not practicable for the employee to give 30 calendar days' advance notice of the need for leave or transfer, the employee must notify THE PARTNERSHIP as soon as practicable after she learns of the need for the pregnancy-related leave or transfer.

If an employee fails to provide the requisite 30-day advance notice for foreseeable events without any reasonable excuse for the delay, THE PARTNERSHIP reserves the right to delay the taking of the leave until at least 30 days after the date the employee provides notice of the need for pregnancy-related disability leave.

Any request for pregnancy-related disability leave must be supported by medical certification from a health care provider, which shall provide the following information: (a) the date on which the

employee became disabled due to pregnancy; (b) the probable duration of the period or periods of disability; and (c) an explanatory statement that, due to the disability, the employee is unable to work at all or is unable to perform one or more of the essential functions of her position without undue risk to herself, her pregnancy, or other persons.

In the case of a pregnancy-related disability transfer, the medical certification shall provide the following information: (a) the date on which the need to transfer became medically advisable; (b) the probable duration of the transfer; and (c) an explanatory statement that, due to the employee's pregnancy, the transfer is medically advisable.

Upon expiration of the time period for the leave or transfer estimated by the health care provider, THE PARTNERSHIP may require the employee to provide another medical certification if additional time is requested for leave or transfer.

#### Leave's Effect on Pay

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, pregnancy-related disability leave is unpaid.

#### Substitution of Other Available Leave for Pregnancy-Related Disability Leave

An employee taking pregnancy-related disability leave must substitute any available sick days (pursuant to THE PARTNERSHIP's Sick Leave policy) and may substitute any available vacation days (pursuant to THE PARTNERSHIP's Vacation policy) for her leave.

#### Leave's Effect on Benefits

During an employee's pregnancy-related disability leave, THE PARTNERSHIP will maintain any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, THE PARTNERSHIP may recover premiums it paid to maintain health coverage if you do not return to work following pregnancy disability leave.

Employees on pregnancy-related disability leave accrue employment benefits, such as sick leave, vacation time or seniority, if any, only when paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual.

#### Reinstatement after Pregnancy-Related Disability Leave or Transfer

Unless THE PARTNERSHIP and the employee already have agreed upon the employee's return date, an employee who has taken a pregnancy-related disability leave or transfer must notify the Human Resources contact at least 2 business days before her scheduled return to work or, as applicable, before her transfer back to her former position. An employee who timely returns to work at the expiration of her pregnancy-related disability leave will be reinstated to her former position, or a comparable position, whenever possible and consistent with applicable law.

Any employee taking a pregnancy-related disability leave or transfer must obtain a certification by her doctor releasing her to return to work. The release should be in writing and submitted to the Human Resources contact on or before the employee's return from a pregnancy-related disability leave.

### **Military Leave**

Employees whose participation in the uniformed services or other military duty is mandatory will be granted time off without pay. However, exempt employees who work any portion of a workweek in which they also take military leave will receive their full salary for that workweek. Employees may elect to substitute accrued vacation days (pursuant to THE PARTNERSHIP's Vacation policy) during any unpaid leave due to military duty.

Employees should inform the Human Resources contact of any military obligations as soon as they know the required dates of service. If requested, employees must furnish the Human Resources contact with a copy of any official orders or instructions within the time required by law.

Upon return from an excused military leave, the employee will be reinstated to his or her former position, or another position, to the extent required by applicable law.

### **Voluntary Civil Service**

Employees who serve as volunteer firefighters, reserve peace officers, or emergency rescue personnel will be granted time off to perform emergency rescue duty.

### **Jury Duty**

Eligible full-time employees will be granted paid time off for jury duty up to five (5) working days per rolling 12-month period. Paid leave for jury duty is available only to a full-time employee who has been working at THE PARTNERSHIP for twelve (12) consecutive months.

All other employees will receive time off without pay for the entire duration of the jury duty. Likewise, any time beyond 5 days necessary to complete jury duty will be without pay for those employees receiving paid jury duty for the first 5 days. However, employees may elect to substitute accrued vacation days (pursuant to THE PARTNERSHIP's Vacation policy) during any unpaid leave due to jury duty.

An employee receiving pay while on jury duty (whether Jury Duty pay or Vacation pay) will be paid at his or her regular rate of pay for the hours the employee was scheduled to work that day, regardless of the time actually spent at jury duty.

Employees must inform the Human Resources contact of the need for jury duty as soon as they receive the summons or subpoena to appear. To request time off (whether paid or unpaid), employees must submit a copy of the court summons to the Human Resources contact. If the employee is excused from court, the employee should return to work if he or she will be able to work at least 2 hours during the normal workday. Once jury duty is completed, the employee must submit to his or her supervisor a receipt from the court verifying the time spent in court. If the employee receives per diem pay from the court for a day that THE PARTNERSHIP provided the employee with paid jury duty leave, the employee should return that per diem pay to THE PARTNERSHIP. Employees may keep any travel allowance they received from the court.

### **Time Off For Voting**

If circumstances prevent an employee from voting during non-working hours, the employee may be given up to 2 hours paid time off to vote. The employee should give his or her supervisor at least two (2) workdays' notice of the need to take time off to vote. In order to receive paid time off, the employee must provide his or her supervisor with a copy of his or her ballot stub when the employee returns to work.

### **Bereavement Leave**

Eligible full-time employees may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid Bereavement Leave is available only to a full-time employee who has been working at THE PARTNERSHIP for twelve (12) consecutive months.

Upon request, and at THE PARTNERSHIP's sole discretion, those employees not eligible for paid Bereavement Leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave. However, THE PARTNERSHIP may require that the employee substitute accrued vacation days (pursuant to THE PARTNERSHIP's Vacation policy) to cover all or part of any unpaid bereavement leave.

THE PARTNERSHIP retains the right to request verification from a funeral home or equivalent entity for any absences taken under THE PARTNERSHIP's Bereavement policy.

### **Assistance for Victims of Violent Crimes or Domestic Violence**

An employee who is the victim of a violent crime or domestic violence will be given a reasonable amount of time off without pay to obtain court relief and obtain other assistance to help ensure the health, safety, or welfare of the employee and/or the employee's children or to appear as a witness in a legal proceeding. The employee may elect to substitute accrued vacation time (pursuant to THE PARTNERSHIP's Vacation policy) for such leave.

Employees must provide THE PARTNERSHIP with reasonable notice of the need for such time off. Employees also must provide satisfactory documentation of the need for such leave, as may be required by THE PARTNERSHIP.

### **School / Day Care Visits or Activities**

Any employee who is a parent or guardian of a child suspended from school, may take time off without pay to appear at the school in connection with that suspension. Employees must give at least 48 hours notice of any need to take time off for this purpose.

In addition, an employee who is the parent or guardian of a child in school or in licensed day care, may be allowed to take up to 40 hours off per year for the purpose of participating in school activities. Employees must first use accrued PTO for this purpose. Once accrued PTO has been exhausted, such time off will be unpaid. Time off for this purpose is limited to eight hours in any month of the practice year, and employees must notify their supervisor of the need for time off at least one week in advance.

### **Compensated and Uncompensated Time Off**

THE PARTNERSHIP's policy on compensated and uncompensated time off does not permit employees to earn paid or unpaid time off for sick leave, vacation or personal necessity above and beyond THE PARTNERSHIP's policy for Vacation, Sick Leave, Holidays and Other Leaves of Absence.

## **TERMINATION**

### **Voluntary Terminations**

Voluntary terminations results when an employee voluntarily resigns his or her employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor. THE PARTNERSHIP asks that you provide at least two weeks written notice. This will give us the opportunity to make the necessary adjustments in our operations. All THE PARTNERSHIP intellectual property and other property, including vehicles, keys uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment. THE PARTNERSHIP retains the right to accept your resignation immediately upon notice of intent to terminate employment.

### **Involuntary Terminations**

An involuntary termination is one initiated by THE PARTNERSHIP.

### **Reductions in Force**

While THE PARTNERSHIP hopes to continue growing and providing employment opportunities, business conditions, and other factors are unpredictable. Changes or downturns in any of these or other areas could create a need to restructure or reduce the number of people employed. In light of these uncertainties, please be advised that it may become necessary to conduct layoffs at some point in the future.

In the event that THE PARTNERSHIP determines to lay off any employee or a number of employees, THE PARTNERSHIP retains full discretion to select which employee(s) will be laid off. If restructuring or reducing the number of employees becomes necessary, THE PARTNERSHIP will attempt to provide advance notice, if possible, to help prepare affected individuals. While THE PARTNERSHIP retains full discretion, some of the relevant factors might include THE PARTNERSHIP's operational requirements and the skill, productivity, ability, and past performance of those involved.

**ACKNOWLEDGEMENT OF RECEIPT AND REVIEW**

I acknowledge that I have received, reviewed, and understand my personal copy of the THE PARTNERSHIP FOR LOS ANGELES SCHOOLS Employee Handbook. In consideration of my employment with THE PARTNERSHIP, I agree to observe and abide by the conditions of employment, policies, and rules contained in this Handbook. I also understand and agree to company policies set forth including, but not limited to, those of prohibiting sexual harassment and discrimination, non-disclosure, and confidentiality. I understand that from time to time, circumstances will require that the policies and procedures described in this Handbook to be amended or modified by THE PARTNERSHIP. All effective changes will be placed in writing and may occur at any time, with or without prior notice.

I further understand and agree that my employment is entered into voluntarily, and that unless I enter into a separate written employment agreement with THE PARTNERSHIP to the contrary, at all times I shall remain "at will". Just as I am free to resign at any time and for any reason, the company is free to terminate my employment at any time, for any reason. I understand that the terms and conditions set forth in this Handbook represent the entire understanding between the company and me and that this understanding cannot be amended or altered in any way by oral statements made to me. The only way in which any understanding set forth in this Handbook can be altered is by written agreement signed and dated by an officer or director of THE PARTNERSHIP.

I understand that I have the right and ability to have this Employee Handbook reviewed by legal counsel of my choice and that I sign this Acknowledgment of Receipt and Review without duress or misunderstanding. One copy of this Acknowledgment of Receipt and Review must remain in this handbook at all times. The other copy will be placed in my personnel file.

\_\_\_\_\_

EMPLOYEE SIGNATURE

Dated: \_\_\_\_\_

# **PARTNERSHIP FOR LOS ANGELES SCHOOLS**

## **CODE OF ETHICS**

**Adopted as of February 6, 2008**

### **Purpose**

The purpose of this Code of Ethics is to preserve the public's trust by increasing awareness of the ethics and conflict of interest laws. The goal of Partnership for Los Angeles Schools (the "Corporation") is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity and avoids conflicts of interest and appearances of impropriety. Even the perception that a director, an officer or an employee has acted with bias can seriously erode public confidence as much as if any real bias existed. Therefore, it is crucial to be conscious of the conflict of interest laws and other ethics rules established by state and City law.

### **Application and Enforceability**

This Code of Ethics applies to directors, officers and employees of the Corporation. Violations of this Code of Ethics may result in administrative or disciplinary action.

### **Financial Interest (Government Code Section 1090 et seq.)**

Directors, officers and "designated employees" as defined by the Board of Directors (the "Board") shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as directors, officers or designated employees, as the case may be. A Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5). A Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Sections 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

### **Financial Interest in a Decision (Government Code Section 87100 et seq.)**

If a director, officer or designated employee determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. In the case of an officer or a designated employee, this announcement shall be made in writing and submitted to the Board. A Board member upon identifying a conflict of interest, shall do all of the following prior to consideration of the matter:

- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse himself or herself from discussing and voting on the matter;
- Leave the room until after the discussion, vote and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

As of August 15, 2008

# **Fiscal Policies and Procedures Handbook**

## **THE PARTNERSHIP FOR LOS ANGELES SCHOOLS**

As of August 15 2008

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# **THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES**

## **OVERVIEW**

The Governing Board of THE PARTNERSHIP FOR LOS ANGELES SCHOOLS (THE PARTNERSHIP) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of THE PARTNERSHIP to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Governing Board formulates financial policies and procedures, delegates administration of the policies and procedures to the Chief Executive Officer and Chief Operating Officer and reviews operations and activities on a regular basis.
2. The Chief Executive Officer has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board.
6. The Governing Board appoints the Chief Operating Officer or someone else to perform the Chief Executive Officer's responsibilities in the case of absence.

### **Annual Financial Audit**

1. The Governing Board will annually appoint an audit committee to select an auditor for each fiscal year.
2. Any persons with expenditure authorization or recording responsibilities within THE PARTNERSHIP may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the internal control practices

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**PURCHASING**

1. The Chief Executive Officer or Chief Operating Officer may authorize expenditures and may sign related contracts within the approved budget, as aligned with prior resolutions of the Governing Board. The Chief Executive Officer or Chief Operating Officer must review all expenditures. This will be done via approval of check requests that describe the purpose, check request #, payee, date, and amount. The Governing Board must also approve all check requests over \$5,000. Checks will be processed by a third-party vendor. Checks that are written following the submission of a check request may be processed using a pre-authorized signature stamp and sent directly from the third-party vendor's office.
2. Check requests seeking reimbursement may not be approved by the individual seeking reimbursement.
3. Any budgeted expenditure over \$200,000 requires the approval of the Governing Board. Any budgeted expenditure under \$200,000 may be approved by the Chief Executive Officer or a member of the Governing Board.
4. The Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$500, must be signed by the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction and submitted with any check request.
5. When approving purchases, the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures (i.e. cash flow)
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the corporation's vision, policies and procedures, and any related laws or applicable regulations
  - e. Determine if the price is competitive and prudent.
6. Any individual making an authorized purchase on behalf of The Partnership must provide appropriate documentation of the purchase with the check request.
7. Individuals other than those specified above are not authorized to make purchases without pre-approval.
8. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase. Check processing typically takes between two and three weeks.
9. The Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction may use, or authorize an individual to use, a corporate credit card to make an authorized purchase on behalf of The Partnership, consistent with guidelines contained in THE PARTNERSHIP's Credit Card policy.
  - a. The Partnership card will be kept by the individuals authorized to hold such cards,
  - b. Subordinate individuals authorized to make expenditures on behalf of authorized card holders must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction.

## **THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES**

- c. If receipts are not available or are “missing”, the individual making the charge will be held responsible for payment.
- d. Credit cards will bear the names of both THE PARTNERSHIP and the appropriate authorized executive employee.
- e. Debit cards are not allowed.
- f. Authorized executive employees whose name appears on the credit cards must approve all expenditures each month for review and final approval. The Chief Operating Officer will approve all expenditures other than those on his credit card. The Chief Executive Officer will approve the Chief Operating Officer’s expenditures.

### **Petty Cash**

- 1. The Administrative Assistant for the Chief Operating Officer will manage the petty cash fund.
- 2. The petty cash fund will be capped at \$350.
- 3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Administrative Assistant and Chief Operating Officer will have keys to the petty cash box and drawer or file cabinet.
- 4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
- 5. THE PARTNERSHIP’s third-party vendor will insure that the petty cash slip is properly completed and that a proper receipt is attached.
- 6. At all times the petty cash box will contain receipts and cash totaling \$350. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Administrative Assistant within 48 hours of withdrawing the petty cash.
- 7. When expenditures total \$200 (when cash balance is reduced to \$150), the Administrative Assistant will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Chief Operating Officer. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the third-party vendor.
- 8. Petty cash fund reimbursement checks will be made payable to the Chief Operating Officer.
- 9. Any irregularities in the petty cash fund will be immediately reported in writing to the Chief Executive Officer.
- 10. Loans will not be made from the petty cash fund.
- 11. THE PARTNERSHIP’s third-party vendor will conduct surprise counts of the petty cash fund.

### **Contracts**

- 1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.

**THE PARTNERSHIP**  
**FISCAL CONTROL POLICIES AND PROCEDURES**

2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$10,000.
  - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of THE PARTNERSHIP.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
  - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Chief Executive Officer or Chief Operating Officer may also require that contract service providers list THE PARTNERSHIP and its affiliates as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Administrative Assistant for the Chief Operating Officer will obtain a W-9 from the contract service provider prior to submitting any requests for payments to THE PARTNERSHIP's third-party vendor.
5. The Chief Operating Officer will approve proposed contracts and modifications in writing.
6. The Chief Executive Officer or Chief Operating Officer will sign all contracts and will be responsible for ensuring the terms of the contracts are fulfilled.
7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. Potential conflicts of interest will be disclosed up-front, prior to consideration and entering into any transaction or third party relationship, and the Chief Executive Officer and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract. This process must follow THE PARTNERSHIP's Conflicts of Interest policy and Code of Ethics.

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**ACCOUNTS PAYABLE**

**Bank Check Authorization**

1. All original invoices will immediately be forwarded to the Chief Executive Officer or Chief Operating Officer for approval.
2. The Chief Executive Officer or Chief Operating Officer will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to THE PARTNERSHIP's third-party vendor with the invoice. The vendor will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the appropriate officer, he/she will complete a check request form and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. All invoices and supporting documentation must be submitted with this check request form. The invoice and supporting documentation will be sent to THE PARTNERSHIP's third-party vendor on at least a weekly basis (Chief Executive Officer and Chief Operating Officer should be aware of invoice due dates to avoid late payments). The vendor will then process the invoices with sufficient supporting documentation.
4. The Chief Executive Officer or Chief Operating Officer may authorize THE PARTNERSHIP's third-party vendor to pay recurring expenses (e.g. insurance premiums) without the Chief Executive Officer's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to THE PARTNERSHIP's third-party vendor in writing and updated on an annual basis.

**Bank Checks**

1. The Governing Board will approve, in advance, the list of authorized signers on The Partnership account. The Chief Executive Officer, Chief Operating Officer, Board Directors, and any other employee authorized by the Governing Board may sign bank checks within established limitations.
2. The Governing Board will be authorized to open and close bank accounts.
3. THE PARTNERSHIP's third-party vendor, the Chief Executive Officer and the Chief Operating Officer will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Chief Executive Officer or Chief Operating Officer will send appropriate approved documentation to the PARTNERSHIP's third-party vendor.
5. Once approved by the Chief Executive Officer or Chief Operating Officer, THE PARTNERSHIP's third-party vendor types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).

## **THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES**

6. The Chief Executive Officer or Chief Operating Officer and one Board Director will co-sign checks in excess of \$5,000 for all non-recurring items. All checks less than \$5,000 require only the signature of the Chief Executive Officer, Chief Operating Officer or when not available one Board Director.
7. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8. THE PARTNERSHIP's third-party vendor will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9. THE PARTNERSHIP's third-party vendor will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee
  - b. Duplicate or voucher – attached to the invoice and filed by vendor name by a third-party vendor accountant.
  - c. Cancelled Checks – filed numerically with bank statements by a third-party vendor accountant.
  - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to THE PARTNERSHIP's third-party vendor, who will attach any other related documentation as appropriate.

### **Bank Reconciliation**

1. Bank statements will be received directly, unopened, by the Vice President, Finance and Accounting at THE PARTNERSHIP's third-party vendor.
2. THE PARTNERSHIP's third-party vendor will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. A third-party vendor accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The third-party vendor accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at THE PARTNERSHIP's third-party vendor and the PARTNERSHIP's Chief Operating Officer.
5. The third-party vendor accountant will prepare a monthly summary report to be approved by the Vice President, Finance and Accounting at THE PARTNERSHIP's third-party vendor. This report will also be sent to THE PARTNERSHIP's third-party vendor.

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**ACCOUNTS RECEIVABLE**

1. Documentation will be maintained for accounts receivable and forwarded to THE PARTNERSHIP's third-party vendor.
2. Accounts receivable will be recorded by the third-party vendor in the general ledger and collected on a timely basis.

**Cash Receipts (Cash and Checks)**

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
  - a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
  - b. The cash, checks, receipt book, and deposit summary must be given to the Administrative Assistant of the Chief Operating Officer by the end of the next day, who will immediately put the funds in a secure, locked location.
  - c. Both the Volunteer Coordinator and the Administrative Assistant will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at The Partnership office will be placed directly into a lock box by the person dropping off the cash/checks.
  - a. All funds are deposited into the lock box in a sealed envelope to be stored with the Chief Operating Officer, along with any notes, forms, or other descriptions of how the funds are to be used.
  - b. The Administrative Assistant of the Chief Operating Officer and the Chief Operating Officer will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
  - c. The lock box will be emptied within three business days since deposits were made.
3. For any cash or checks received in the mail, the Administrative Assistant will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
4. Periodically and within three days of receipt, the Administrative Assistant of the Chief Operating Officer will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to THE PARTNERSHIP's third-party vendor with the weekly mailing of invoices.
5. All checks will be immediately endorsed with THE PARTNERSHIP's deposit stamp.
6. Deposits will be made one of two ways. Either, checks will be deposited via a desktop deposit technology that allows deposits to banks from THE PARTNERSHIP's office. Alternatively, a deposit slip will be completed by the Administrative Assistant of the Chief Operating Officer and initialed by the Chief Executive Officer or Chief Operating Officer for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
7. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the Administrative Assistant of the Chief Operating Officer. Deposits totaling less than

**THE PARTNERSHIP**  
**FISCAL CONTROL POLICIES AND PROCEDURES**

\$2,000 will be made weekly by the Administrative Assistant of the Chief Operating Officer. All cash will be immediately put into a lock box.

8. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to THE PARTNERSHIP's third-party vendor to be filed and recorded weekly.

**Volunteer Expenses**

1. All volunteers will submit a purchase requisition form to the Chief Executive Officer or Chief Operating Officer for all potential expenses.
  - a. Only items with prior written authorization from the Chief Executive Officer or Chief Operating Officer will be paid/reimbursed.

**Returned Check Policy**

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by THE PARTNERSHIP's third-party vendor, the Chief Executive Officer, or the Chief Operating Officer, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, The Partnership may initiate appropriate collection and/or legal action at the discretion of the Chief Executive Officer and/or Governing Board.

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**PERSONNEL**

1. The Chief Operating Officer will be responsible for all new employees completing or providing all of the items on the Personnel File Checklist.
2. The Chief Operating Officer will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.
4. A position control list will be developed during budget season. THE PARTNERSHIP's third-party vendor will notify the Board of any variances to the position control throughout the year.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **PAYROLL**

#### **Timesheets**

1. All full-time employees will be responsible for completing a “Request for Time Off” form for all vacation and sick time. The employee and the appropriate supervisor will sign the completed form.
2. Summary timesheets will be submitted to THE PARTNERSHIP’s third-party vendor on a date designated for the payroll reporting period.
3. Incomplete forms will be returned to the signatory supervisor and late forms will be held until the next pay period. No employee will be paid until a correctly completed form is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the form to be submitted as soon as possible after the employee’s return. Forms that are received after the due date for payroll will cause the employee’s time to be adjusted in the next pay period.

#### **Overtime**

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to hourly employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee’s regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee’s supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Chief Executive Officer for further guidance.

#### **Payroll Processing**

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensation, and monitor number of hours worked versus budgeted. The Chief Operating Officer will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor’s initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to THE PARTNERSHIP’s third-party vendor, who will verify the calculations for accuracy.
2. For salaried employees, employees must sign a “Request for Time-Off” form for all paid and unpaid leave. The Administrative Assistant of the Chief Operating Officer will provide this information to THE PARTNERSHIP’s third-party vendor, who will track

## **THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES**

this information. The Administrative Assistant will provide employees with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. The Chief Executive Officer or Chief Operating Officer will notify THE PARTNERSHIP's third-party vendor of all authorizations for approved stipends.
4. THE PARTNERSHIP's third-party vendor will prepare the payroll worksheet based on the summary report from the Administrative Assistant of the Chief Operating Officer.
5. The payroll checks (if applicable) will be delivered to The Partnership. The Chief Operating Officer will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. THE PARTNERSHIP's third-party vendor will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. THE PARTNERSHIP's third-party vendor will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Chief Executive Officer and Chief Operating Officer, and submit the forms to the respective agencies.

### **Record Keeping**

1. The Administrative Assistant of the Chief Operating Officer will maintain written records of all full-time employees' use of sick leave, vacation pay, and any other paid or unpaid leave.
  - a. The Administrative Assistant will immediately notify the Chief Operating Officer if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
  - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

# THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES

## EXPENSES

### Expense Reports

1. Employees will be reimbursed for expenditures within 10-15 days of presentation of appropriate documentation.
2. Employees will complete expense reports at least monthly, as necessary, to be submitted to THE PARTNERSHIP's third-party vendor.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Chief Executive Officer or Chief Operating Officer must sign expense reports.
5. Chief Executive Officer expense reports should be approved by the Chief Operating Officer and always be submitted to THE PARTNERSHIP's third-party vendor for processing and payment.
6. Expenses greater than three months old will not be reimbursed without approval from a member of the Board of Directors.

### Travel

1. Employees will be reimbursed for mileage driven on personal cars for company-related business. Mileage will be reimbursed at the government-mandated rate for the distance traveled. Mileage should subtract the distance from the employee's residence to THE PARTNERSHIP's home office for all trips that begin and/or end each day. For example, if an employee lives 5 miles from the office, drives 10 miles to a school site from their house in the morning, and drives 7 miles from the school site to the office, then that employee would be reimbursed 12 miles ( $10 + 7 - 5 = 12$ ).
2. The Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction and the event is more than 50 miles from either the employee's residence or THE PARTNERSHIP's home office. Hotel rates should be negotiated at the lowest level possible, include the corporate, nonprofit or government rate if offered, and be booked at the lowest rate available. Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event not to exceed the following limits per person: \$15 for breakfast, \$25 for lunch and \$40 for dinner.
4. Travel advances require written approval from the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Chief Executive Officer, Chief Operating Officer or Superintendent of Instruction for approval and then on to THE PARTNERSHIP's third-party vendor for processing.

## **THE PARTNERSHIP FISCAL CONTROL POLICIES AND PROCEDURES**

7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

### **Parking**

1. THE PARTNERSHIP will reimburse all full-time individuals for parking expenses at THE PARTNERSHIP's home office unless otherwise agreed to as a term of the individual's overall compensation package with THE PARTNERSHIP. All part-time employees and consultants are responsible for their own parking expenses. This policy is in effect while THE PARTNERSHIP is housed in City Hall and may change if THE PARTNERSHIP's offices change.
2. THE PARTNERSHIP will reimburse staff for parking or public transportation expenses incurred as a result of attending meetings off-site where parking validation is not provided by the party being visited by THE PARTNERSHIP staff. All reasonable methods should be used to avoid parking expenses.

### **Governing Board Expenses**

3. The individual incurring authorized expenses while carrying out the duties of THE PARTNERSHIP will complete and sign an expense report.
4. The Chief Executive Officer or Chief Operating Officer will approve and sign the expense report, and submit it to THE PARTNERSHIP's third-party vendor for payment.

### **Telephone Usage**

1. All full-time employees will be provided a Blackberry device with data, text and phone capabilities. Employees should determine whether they use the texting feature for work purposes and request that the Administrative Assistant of the Chief Operating Officer add this feature to their phone if desired.
2. Full-time employees have the option to use this phone for personal use. Employees who would like to use this phone and Blackberry for personal use will agree to have \$50 removed from their pay each month (or \$25 per pay period) to off-set costs. This request must be provided in writing to the Administrative Assistant of the Chief Operating Officer. This monthly fee for personal phone usage is subject to change if THE PARTNERSHIP's cell phone plan changes.
3. Employees will not make personal long distance calls on the office's land line telephones without prior approval from a supervisor.
4. Employees will reimburse THE PARTNERSHIP for all personal telephone calls made from the company's land lines.

# **THE PARTNERSHIP**

## **FISCAL CONTROL POLICIES AND PROCEDURES**

### **FINANCE**

#### **Financial Reporting**

1. In consultation with the Chief Executive Officer and Chief Operating Officer, THE PARTNERSHIP's third-party vendor will prepare the annual financial budget for approval by the Governing Board.
2. THE PARTNERSHIP's third-party vendor will submit a monthly balance sheet and monthly revenue and expense summaries to the Chief Executive Officer and Chief Operating Officer, including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. THE PARTNERSHIP's third-party vendor will provide the Chief Executive Officer, Chief Operating Officer, and/or Governing Board with additional financial reports, as needed.

#### **Loans**

1. The Chief Executive Officer and the Governing Board will approve all loans from third parties.
2. Once approved, a promissory note will be prepared and signed by the Chief Executive Officer before funds are borrowed.
3. Employee loans are regulated by THE PARTNERSHIP's Conflicts of Interest policy and Code of Ethics.

#### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds, unless the Governing Board determines that other investments would help advance THE PARTNERSHIP's mission. All investments must be consistent with an investment policy passed by the Governing Board.
3. Physical evidence will be maintained on-site for all financial institution transactions.

#### **Retention of Records**

1. Financial records, such as transaction ledgers, canceled/duplicate checks, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Chief Executive Officer, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation will be regularly prepared and stored in a secure off-site location, separate from THE PARTNERSHIP.

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**RESERVES /INSURANCE/LIABILITIES/ASSETS**

**Funds Balance Reserve**

1. A funds balance reserve of at least 10% of the total monthly cash flow will be maintained.
2. THE PARTNERSHIP's third-party vendor will provide the Chief Executive Officer and Chief Financial Officer with balance sheets on a monthly basis. It is the responsibility of the Chief Executive Officer and the Governing Board to understand THE PARTNERSHIP's cash situation. It is the responsibility of the Chief Executive Officer and Chief Operating Officer to prioritize payments as needed. The Chief Executive Officer and Chief Operating Officer have responsibility for all operations and activities related to financial management.

**Insurance**

1. THE PARTNERSHIP's third-party vendor will work with the Chief Operating Officer to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. THE PARTNERSHIP's insurance policies will be consistent with the Memorandum of Understanding with the Los Angeles Unified School District (LAUSD) and will include at least general liability, worker's compensation, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities.
3. The Chief Operating Officer and THE PARTNERSHIP's third-party vendor will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
4. The Chief Operating Officer and THE PARTNERSHIP's third-party vendor will carefully review insurance policies on an annual basis, prior to renewal.

**THE PARTNERSHIP  
FISCAL CONTROL POLICIES AND PROCEDURES**

**Asset Inventory**

1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. THE PARTNERSHIP's third-party vendor will file all receipts for purchased assets.
3. THE PARTNERSHIP's third-party vendor will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. THE PARTNERSHIP's third-party vendor will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Chief Executive Officer or Chief Operating Officer will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Chief Executive Officer will submit to THE PARTNERSHIP's third-party vendor written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

**PARTNERSHIP FOR LOS ANGELES SCHOOLS  
CONFLICTS OF INTEREST POLICY**

**Adopted as of February 6, 2008**

Article I

Purpose

The purpose of the conflicts of interest policy is to protect the interests of Partnership for Los Angeles Schools (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or any other person having substantial influence over the Corporation. This policy implements but does not replace any applicable state or federal laws governing conflicts of interest with respect to nonprofit and charitable corporations.

Article II

Definitions

1. Interested Person

An interested person is any director, officer, member of a committee with board delegated powers, or other person who has substantial influence over the Corporation who has a direct or indirect financial interest, as defined below, with respect to the Corporation.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family--

(a) an actual or potential ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or is negotiating a transaction or arrangement (excluding an interest of less than 1% of any publicly held company); or

(b) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest, the interested person shall leave the board or committee meeting while the financial interest is discussed and any action is voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

(a) The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. A person shall be disinterested only if he or she has no financial interest with respect to the transaction to be reviewed and if the person who has a conflict of interest has not previously approved a conflict of interest transaction for such person.

(b) After exercising due diligence, the board or committee shall determine whether the Corporation can obtain an overall more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest. Such diligence shall include written documentation of comparable third party arrangements.

(c) After a complete factual basis has been developed, the board or committee may seek an opinion of counsel with respect to the transaction in appropriate circumstances.

(d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination

(e) If a conflict of interest transaction results in benefit to a person that is to be considered compensation, such characterization shall be clearly documented, and the Corporation shall file all appropriate tax reporting for such compensation.

4. Violations of the Conflicts of Interest Policy

(a) If the board or committee has reasonable cause to believe that a member has failed to disclose a financial interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member

has in fact failed to disclose a financial interest, it shall take appropriate disciplinary and corrective action.

## Article IV

### Records of Proceedings

1. The minutes of the board and all committees with board-delegated powers shall contain--
  - (a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with a conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
  - (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement as well the factual information and reports reviewed, and a record of any votes taken in connection therewith.
2. The Corporation shall maintain a list of the persons for whom transactions in which such person had a financial interest were approved and the persons who approved those transactions. The Corporation also shall maintain a list of each of its directors and the persons for whom such directors approved transactions in which a person had a financial interest.

## Article V

### Compensation Committees

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's own compensation.

## Article VI

### Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement substantially in the form attached hereto as Exhibit A (or such other form as is approved by the board from time to time) which affirms that such person--

- (a) has received a copy of the conflicts of interest policy;
- (b) has read and understands the policy;
- (c) has agreed to comply with the policy; and
- (d) understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## Article VII

### Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.
- (b) Whether partnership and joint venture arrangements and arrangements with for-profit organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable purposes and do not result in inurement or impermissible private benefit.

## Article VIII

### Use of Outside Experts

In conducting the periodic reviews provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring that periodic reviews are conducted.

**ACKNOWLEDGMENT OF RECEIPT OF  
PARTNERSHIP FOR LOS ANGELES SCHOOLS  
CONFLICTS OF INTEREST POLICY**

A conflict of interest exists where any director or officer of Partnership for Los Angeles Schools a) is authorized to or b) participates in the decision to authorize others to enter into a business transaction on behalf of Partnership for Los Angeles Schools which business transaction may directly or indirectly materially benefit that director or officer, or any related or affiliated person or entity (“Insider”). By way of example only, a conflict of interest may occur when:

1. An Insider’s business, friend or relative provides goods or services to Partnership for Los Angeles Schools in return for money or other consideration;
2. A vendor or person with whom an Insider has a business relationship provides goods or services to Partnership for Los Angeles Schools in return for money or other consideration;
3. An Insider receives a referral fee or preferential discount, gift, or other valuable consideration from a vendor or any other outside party, for referring Partnership for Los Angeles Schools business to such vendor or party.

Each potential conflict of interest shall be reported to the board of directors before any action affecting the particular matter is taken and the board shall determine how to proceed.

The undersigned hereby acknowledges that the undersigned:

- (a) has received a copy of the Partnership for Los Angeles Schools CONFLICTS OF INTEREST POLICY (the "Policy");
- (b) has read and understands the Policy;
- (c) agrees to comply with the policy; and
- (d) understands that Partnership for Los Angeles Schools is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Date: \_\_\_\_\_, 20\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name