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## FOUNDING GROUP

1. VADIM NAZARENKO, Ph.D, founder.

Professional educator (19 years experience) with a background in Linguistics, Mathematics, Economics, Law and World History. Worked as University Professor, assistant professor at Defense Language Institute in Monterey, CA, and as a contracted linguist with the Federal Bureau of Investigation (tester on Ukrainian). Californian teaching experience at the middle school level as a classroom teacher and Academic coach in Mathematics. Has a clear lifetime math. Credential, Foreign language clear lifetime credential (Russian). Currently has over 70 scientific publications of teacher's methodologies of Languages, Literature, and Doctorate Monograph. Holds a Ph.D in Russian Language and Literature and post-doctorate degree.

2. JOHN GUGLIEIMINO

Accomplished educator with over 15 years of experience in teaching, staff development, educational technology and leadership positions. Successfully worked with hundreds of California school district developing instructional technology, strategies and staff development solutions.

Understands the complexities of educational technology and how technology impacts classroom instruction and curriculum. Good trainer with skills to motivate individual performance. Areas of expertise include: Technology planning for hardware/software/ curriculum, Problem Solving, Technology Coaching, Distance and Hybrid Instruction.

3. LARISA SAMOILOVICH

Active member of Russian Community in California. BA in Economics, MBA.

## ADVISORY BOARD

1. Dr. Paulina di Santis, Ph.D., Defense Language Institute, Monterey, CA – Assistant Professor. Language Immersion program coordinator. Has more than 20 publications about the theory of Language Immersion.
2. Dr. Lubow Jova – President, Ukrainian Heritage Club of Sacramento.
3. Gennadiy Sitnitsky – Newspaper "Diaspora", editor.
4. Mikhail Getmanets – Kharkov State Pedagogical University, Professor, author more than 250 published works about history of literature.

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5. Olga Oliynyk – Experienced bi-lingual teacher, member of Ukrainian Heritage Club of Northern California, secretary of Bulletin Editor.
6. Richard Radtke – Credentialed CA School Administrator.(Clear tier 2 Admin. Svcs. Credential).Solid work experience in non-profit organizations, bank administration (Bank of America), Knowledge of budgeting and finance.
7. Dr. Florin J. Ciuric – Executive director of Slavic Community Center of Sacramento, Inc. Community leader.
8. Malinda Philips – Credentialed immersion professional, language immersion program coordinator.
9. Alexander Kaganovsky, Voice of America, Washington D.C., editor.
10. Peter Serdichenko, Christian Center of Sacramento, Senior Pastor.

## **PLAN FOR ACADEMICALLY LOW-ACHIEVING STUDENTS**

For some students who continue to struggle even after interventions, provided by their teacher and core academic teams and extended school day, additional direct academic interventions may be required. Many students at risk of failure in school may have reading disabilities that were undiagnosed in elementary school or were diagnosed but not effectively remediated. Some of these students may require an Orton-Gillingham based reading intervention such a Barton Reading Program. These students will be assessed to determine if their reading difficulties are due to disability. If so they will receive support from peer tutoring and differentiated instruction.

Students who struggle with other basic skills in the areas of communication, writing, computation, etc will receive intensive interventions, described in the intervention plan below.

## **CHARTER SCHOOL INTERVENTION PLAN**

At the middle and high school level it is essential to quickly identify and address students who may arrive at School significantly below grade level academically. Students that received inadequate instructions or that did not receive sufficient interventions throughout their elementary years are often perform several grade levels below their own. At the same time, the school rigor demands mastery of basic reading.

On an annual basis, a valid and reliable bench mark assessment will be administered to all 6-12 grade students. These evaluations will be based on New Common Core Standards and will include all English

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language arts, mathematics, science, and language usage. Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as STAR testing and benchmark assessments. Teachers will likely use a spreadsheet database or similar instrument to record results, where a color-coded flag indicates the need for close monitoring and systematic intervention. When students are identified, either at the beginning of the school year or at any point throughout the year, as academically high priority, teachers work with the Principal to create action plan for intervention. These action plans will outline specific standards of skills to be remediated, instructional techniques to be used, recourse and personnel needs, timeline for the intervention, and method of determining success.

Interventions that may be used include:

Differentiated Instruction

Scaffolding

Primary language support

SDAIE (SPECIALLY Designed Academic Instruction in English)

Strategies:

Individualized or small group instruction, by the teacher

Individualized or small group instruction by trained instructional aides and/or classroom volunteers

After school tutoring programs

Partnership with educational researches.

If, after intervention, the strategies in place are deemed unsuccessful, a Student Success team comprised of the referring teacher, an administrator, a teacher recorder, and the parent will be formed (see Special Education for more details). This team will explore the concerns and develop and implement an action plan that targets the specific needs for student. A follow-up meeting will then be scheduled to assess whether the documented interventions proposed by the team have been successful.

## **PLAN FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS**

Many students will come to our school for unique integrative approach to learning as well as the opportunity to learn independently. These self-motivated, high achieving students will receive ample

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guidance to exceed expectations, design their own experiences, and seek greater challenges. As with low achieving students, the key to their success is personalization of experience based on close relationships with the adults in the school.

When a student meets expectations and fulfill requirements quickly and effortlessly, the advisor and the core teachers begin to suggest greater challenges and responsibilities. Every student, including high achieving ones, works with advisor to create a plan of study, with the combination of teacher-designed and self-designed curriculum. The students interests and possible career goals are often considered, and communities resources are identified to help that student explore new territory. For example, a student with interest in writing and journalism might begin to work with staff at a local newspaper or submit articles to magazines. The portfolio is limitless forum for the student to reach high standards of writing quality, artistic creativity, intellectual analysis, self reflection, practical experience, and social awareness. As a permanent, lifelong record, it allows expression of the full range of student s talents.

## **SOCIOECONOMICALLY DISADVANTAGED STUDENTS**

School recognizes that economic circumstances faced by low-income families can add to the pressures already experienced by many teenagers, and plans to put in-place many supports to help support the needs of these students. School plans to provide a free and Reduced Lunch program to ensure that students from low-income families have the opportunity to eat a nutritious healthy lunch that includes fresh fruit, salad and fresh vegetables and entries that a low-fat, low-sugar and low-salt. School will reinforce healthy lifestyle choices through its academic program. Regular physical exercise in combination with healthy food offering and nutrition education is intended to reduce student obesity and the risk of diabetes and heart problems. The school will support the medical needs of its at-risk students through referrals to medical and mental health clinics in the area. The school will investigate partnership with local clinics to provide low cost or free screenings, health education and mental health education.

To support the emotional needs of at-risk students, school will schedule parent conferences and will work to provide referrals from outside. Parents will also be informed of local parent education classes, such as English language development, parenting teenagers, and others as appropriate.

## **PLAN FOR SERVING ENGLISH PROGRAM LEARNERS**

School will meet all requirements of federal and state law addressing equal access to the curriculum for those who are English Language Learners (ELLs). The goal of the English Language Development (ELD

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program) at the School is to develop high quality instructional program and services for ELL students that will allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native English-speaking student. Our school will provide its students with effective, research-based educational program and practices for increased linguistics and academic achievements.

## INSTRUCTIONAL PRACTICES

Teachers will continuously introduce vocabulary, varying sentence structures, grammar and idioms. They will employ scaffolding and SDAIE strategies to make grade level content accessible to students with developing English Language skills. Teachers in core courses and electives will use strategies such as pictures, realia, graphic organizers, games, language modeling and cooperative learning to boost English language skills.

School teachers will employ SDAIE techniques to scaffold learning across the curriculum and support the learning of students identified as ELL students. SDAIE instruction, which benefits all students, focuses on making academic input comprehensible through the use of strategies, such as:

Realia and manipulatives,

Visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings and documents),

Graphic organizers (matrices, Venn Diagrams, webs...)

Planned opportunities for interaction between students where a more proficient English speaker supports other students (e.g. collaborative learning, student-generated oral and written narratives based on personal experiences, acting out a play etc).

### POSSIBLE SDAIE STRATEGIES:

**Anticipatory Guide:** Students will be given a series that relate to concepts they will be studying in their unit on the Big Bang. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

**Brainstorming:** Students work in small groups. Each group begins with a stimulus, such as a word, phrase, picture or object related to the topic of the Universe. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

**Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text,

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and listening to the information presented by the teacher, students taking responsibility for learning by participating in group-work and sharing understanding with others.

#### POSSIBLE SDAIE STRATEGIES FOR "THROUGH"

Graphic Organizers – Student complete a variety of graphic organizers as they read or listen to information on theories of how the Universe came to be.

Reciprocal Teaching – Two students work together to read a passage from material on Drake's equation or calculating the probability of the life.

Picture this – Following the introduction of several key vocabulary terms related to the Unit, a blank sheet of paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Then they exchange papers with a partner and try to correctly label each other's drawings. Ideally, EL students are partnered with non-ELLs.

READING GUIDE – Students work in groups to read a longer section the primary sources on the Universe (social science non-fiction literature). Students first take turns reading the headings of the selection. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write yes or no on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question Why..., How..., Compare..., What if..., and exchange papers to answer each other's questions. This activity can be geared up if ELLs possess strong predicting skills.

Beyond: To create further understanding, students go beyond reading and responding, and memorization, and demonstrate real-world application of the learned information. The process requires higher-level critical thinking skills.

#### POSSIBLE SDAIE STRATEGIES FOR "BEYOND"

Roam the room – In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea about origins of the Universe could be passed on to subsequent generations, what should it be and why?). Students share their answers within their groups and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around the room to view and discuss other groups answers.

Quotes - Students identify quotes from fictional text related to the unit that they feel exemplify important aspects of the study of origins of the Universe. They create a chart listing the quote and the element they feel the quote illustrates.

All of the strategies above can be combined and incorporated into Edge textbook.

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In addition to SDAIE strategies, collaboration will be modeled and taught in all grades. Teachers will collaborate with one another in professional development about what works with ELLs, and in grade level teams to support student success. Teachers and parents will collaborate through regular communication and structured conferences to support student success. Students will collaborate with teachers and other students to problem solve and teach each other through peer-tutoring. Teachers may utilize time during the core instructional blocks for differentiated instruction. During these periods, students with similar language support needs can be grouped together for activities such as vocabulary preview/review, teaching of specific language structures, and additional oral language practice.

#### PROCEDURES FOR ENGLISH LANGUAGE LEARNERS

OUR ELL students will be assigned an ELD level (1-5), based on criteria, including CELDT scores, ELD level. Once levels for incoming students have been determined, teachers will be provided with a roster of ELLs and their levels as well as the State ELD standards for each level represented in their class.

The English teacher, under the supervision of the Principal will monitor ELL progress toward English proficiency. Student performance data will be reviewed quarterly or more often based upon teacher, administrator or parent request to determine: 1) The appropriateness of the services provided to each ELL and 2) initial eligibility for reclassification. School will administer CELDT to all new students whose home language is other than English on their Home Language Survey and to all English Language Learners annually. All score reports will be sent home as discussed with parent/advisor conferences, SST meetings, or other meetings as needed.

Student proficiency levels will be identified according to the following State Board of Education ELD standards:

Beginning

Early intermediate

Intermediate

Early Advanced

Advanced

Each quarter, teachers will be responsible for examining their instructional plan for the Standards to be covered and to identify the relevant ELD standards to be taught and assessed during the quarter. The teacher responsible for English will teach and assess the majority of ELD standards. However, when grade level teams identify key reading comprehension, writing and listening/ speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified, taught and assessed by all core teachers.

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At the end of each quarter, teachers will summarize students mastery of standards for their current ELD level by looking at portfolios, which will include assessments through the quarter. ELLs will receive ELD marks, which will be numerical from 1-4, with a mark of 3 indicating meeting the standards for the current level. At the end of the quarter, teachers will also review the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence such as scored writing samples, rubrics from oral presentations, etc, to the Principal; who will work with teachers to make the final decision regarding progression to the next ELD level. In addition to formal assessments, teachers will use informal ongoing assessments, such as quizzes, observations, anecdotal notes, other authentic and student performance assessments whenever possible.

#### PROCESS OF RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS

Our School will form a reclassification committee comprised of teachers and the Principal to review evidence that student who are eligible for reclassification have met the schools criteria for reclassification. The criteria include, but are not limited to

Overall score of Early Advanced or Advanced on the CELDT

A mean scale score of at least 318 on the English Language Arts Section of the CST or written documentation from at least 2 teachers that language is not contributing cause of low test scores

Notice of Intent to Reclassify must be sent to the parents or guardians

English Teacher evaluation sheet completed

Principal, teachers or parent can initiate the reclassification process

Assessment evidence is presented to the reclassification committee who will decide to reclassify the student or not and make a recommendation for services

Students who are reclassified will have a one-month and six-months follow-up monitoring as well as ongoing progress checks with their English teacher to determine if the student needs any additional support services.

Once the reclassification process is complete, the following must happen:

Sticker will be placed on the cumulative file with the date of reclassification noted

Packet of reclassification documents will be placed in the cumulative file

Preparation of 30-day and six-month follow-up sheet

Notice of Reclassification sent to the parent and to the District

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Student's Language Fluency Classification documented on school's student information system and student's individual portfolio.

All students who have been re-designated will continue to be monitored for a minimum of two years in accordance with existing California Regulations and the federal NCLB legislation. Monitoring does not mean that CELDT are administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, they will be referred to the SST Team to determine appropriate interventions.

#### PARENT INVOLVEMENT

School recognizes that parents are key players in the academic success of their children. With this in mind, teachers will make every attempt to involve parents in their children's education by removing language barriers, providing extensive and flexible opportunities to participate in academic activities. These may include parent participation hours, community partnerships to support families etc.

With regard to the English Language Development program, parents will be notified when students are classified as English Language Learners or reclassified as Fluent English Proficient. School will provide parents with a letter, explaining the criteria for placement and significance of reclassification.

Our school anticipates that between 25-30% of its students will be identified as English Language Learners, based on demographic data from similar District schools. These schools data suggest that the vast majority of these students will have adequate English language skills to be mainstreamed into the regular classroom, with appropriate support.

We will support ELLs through:

A teaching staff qualified in second language pedagogy

An after school program with a strong language focus on ELLs<sup>1</sup>

Supportive instructional practices for Dual Immersion Program

Tutors and/or aides in the classroom to assist ELLs in English intensive classes, as deemed necessary,

Peer tutors

As a Dual immersion school, we will recruit credentialed teachers who also have ESL endorsements (State Authorization to teach ELLs such as BCLAD, CLAD, SB 1969), and who only not have a training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELLs at various levels of proficiency. These methods will include using bilingual aides and/or volunteers, coaching, preview and

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review strategies and after school tutoring programs that are coordinated with the regular curriculum and designed for ELLs.

#### **NON-STANDARD ENGLISH SPEAKERS.**

Our School recognizes that some students may not be Standard English Speakers and will implement many of the same guidelines. Programs listed above will be followed for them so as to ease their transition into Standards English. Specific Strategies include:

Modeling Standard English

Building student communication skills through structured classroom participation in oral language presentation

Training teachers to recognize when non-standard English language interferes with learning

Establishing a culture of appreciation for home language usage and culture

Articulating and recognizing the importance of Standard English usage in the world of work and education.

Regardless of student's stage of English Language development, teachers at Charter School will be dedicated to ensuring high levels of students interaction by providing numerous and varied opportunities for oral language use in a variety of situations.

#### **PLAN FOR SPECIAL EDUCATION**

School will provide a rigorous innovative curriculum for students. The small school size allows teachers to know their students individually – to know their learning styles, their academic and social strength and their areas for growth. The founders of the school understand that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education

School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 and the Individuals with Disabilities in Education Improvement Act (IDEIA). Under these laws, school also understands it has various options on how to deliver special education and related services either as 1) arm of the charter-granting agency or 2) an independent local education agency.

#### **REFERRAL AND ASSESSMENT**

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In the event that formal interventions provided through the SST are not successful, school would seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the staff that performs services for the district or county; however agency staffing levels may dictate that the school contract with the State credentialed and qualified individual. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, school anticipates working with appropriate agency staff to convene and conduct an IEP team meetings.

#### IEP AND SERVICE DELIVERY

Our school will participate actively and as appropriate in planning and conducting the IEP team meetings and process. The school commits to implementing all special education and related services called for by the IEP in partnership with the District or SELPA. The school understands that student progress toward the goals specified in the IEP would be monitored regularly and formally reviewed by the IEP team on at least a triennial basis. Resource specialists or other qualified special education delivery service providers will help teachers tailor their classroom teaching to ensure that the needs of all special education students are being met.

We Will make teachers aware that is not only moral imperative to raise the academic performance of students with special education needs, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor their progress throughout the year to ensure that it is on track for meeting growth goals.

#### ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

School is committed to providing a work and educational atmosphere that is free of unlawful harassment. School policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation or any other basis protected by federal, state, local law, ordinance or regulation. School will not condone and tolerate harassment of any type by any type by any employee, independent contractor or other person with which school business with. This policy applies to all employee actions and relationships, regardless of position or gender. School will promptly and thoroughly INVESTIGATE any complaints.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing off a complaint or reporting sexual harassment.

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School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled by principal in as confidential manner as possible consistent with a full, fair and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (DFEH), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

## **PREVENTION OF CHILD ABUSE POLICY**

The school is committed to maintaining safe and secure campuses for all students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. Every child care custodian of the School must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

The School maintains zero tolerance for abuse. Every member of the School community must participate actively in the protection of its students. ✓

The School will monitor their buildings and grounds:

All unused rooms, storage areas, and closet doors should be kept locked<sup>13</sup> at all times;

All unused buildings and areas must be designated, posted and enforced off-limits to children;

All students are required to remain in areas that are easily viewed by employees;

Interior doors should be left open and unlocked when rooms are in use;

Blinds should be left open to allow informal monitoring by passerby.

In the event that any current or future school employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on the school premises or during a

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school-sponsored activity, he or she is required to immediately report their observations to the principal or designee.

Examples of suspicious or inappropriate behaviors include, but not limited to:

Policy violations,

Neglectful supervision

"private time" with students,

Taking students off premises without adhering to procedures,

Buying unusual gifts for children and youth,

Swearing or making suggestive comments to students,

Or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

#### EMPLOYEE CONDUCT WITH STUDENT

All school employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, The School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

#### ALCOHOL, TOBACCO AND CONTROLLED SUBSTANCES

All school employees are prohibited from the use, possession or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of the students or at any time on

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school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of student or at any time on school grounds.

#### TRANSPORTATION OF STUDENTS

School employees may occasionally be in position to provide transportation for students. The following guidelines should be observed in such circumstances:

With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his parent or guardian.

If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian.

Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made.

Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles.

Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements.

The employee should make a written record of the trip, including departure and arrival times and locations and students involved and

Whenever possible, two school employees should collectively engage in the transportation activity.

#### BULLYING AND HATE-MOTIVATED BEHAVIOR PREVENTION. LGBT-FRIENDLY SCHOOL

School will comply with all State Bullying Laws and Policies (California Education Code 234, 234(1),(2),(3),(5), 32265, 32270, 32282, 32283).

We shall comply with all the implementations of Senate Bill 48 Chapter 81 and California Educational Codes, related with LGBT contributors and anti-discrimination, based on sexual orientation (See Petition).

#### LANGUAGE

Employees will not speak to students in any way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to

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refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of the Schools health education curriculum. Employees are not permitted to discuss their own sexual activities with students.

#### PHYSICAL CONTACT WITH STUDENTS

Some forms of physical contact between adults and children are appropriate and that other forms are illegal or have been used by adults to initiate illegal contact with children.

Appropriate physical contact between employees and students include, but not limited to:

Handshakes, "High Fives" or hand slapping, briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation, brief sideways hugs and holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but not limited to :

Full body hugs, kisses, holding small children on the lap; touching bottoms, chests, knees ,legs; showing affection in isolated or private areas; sleeping with a student; wrestling with the students; tickling students; piggyback rides; any type of massage; any form of unwanted affection; and/or any compliments that relate to physique or body development.

### HEALTH. CAMPUS SAFETY AND SECURITY

#### DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

Charter school shall function as a drug, alcohol and tobacco free workplace.

#### TB TESTING

School facility and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code 49406.

#### IMMUNIZATIONS

All students enrolled and school staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code 120325-120375, and title 17, California Code of regulations 6000-6075. All rising 7-grade students must be immunized with pertussis (whooping cough) vaccine booster.

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#### MEDICATION IN SCHOOL

School will adhere to Education Code 49423 regarding administration of medication in school.

Students will be screened for vision, hearing, scoliosis, and oral health. School will adhere to Education Code 49450, et seq., as applicable to grade levels served by the school.

#### DIABETES

The charter school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7 grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not limited to all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying of possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

#### BLOOD BORNE PATHOGENS

Charter school will meet federal and state standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The school will establish a written infectious control plan designed to protect employees and students from possible infections.

#### CAMPUS SAFETY AND SECURITY

School committed to maintaining safe and secure campus for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers all the School's policies and expectations regarding the practices of maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

School and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

#### ENTRANCES AND EXITS

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The School Principal and Office Manager should develop procedures so that students, staff, parents and community members can enter and exit the building in the safe and orderly way, that the building is secure from unauthorized entry during non-school hours, as follows:

Designating individuals to lock the school building and/or grounds when not in use;

Training school staff members to maintain the security of the building when working during non-regular working hours ;

Maintaining a practice of locking doors that are not being regularly used, even during school hours.

Posting signs requesting that visitors sign-in at the main office.

Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office.

Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning.

Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily.

#### RELEASING STUDENTS

School employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, designee or School counsel before releasing the student.

The School encourages interested members of community to visit us. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, all visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

Name

His/her purpose for entering school grounds

Destination within the school

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Time in and out.

At his/her discretion, the Principal, office manager or designee may also request

Proof of identity

Address

Occupation and company affiliation

Age and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early or dropping of a student late, as well as parents and guardians who are on campus to volunteer in their child's classroom.

School employees should follow normal check-in procedures upon arrival for work and should wear badges signifying that they are School employees.

VIP visitors accompanied by any Board member may be requested to register as a visitor at the discretion of the accompanying Board member.

The Principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's presence would disrupt the school students or employees, would result in damage of the property, or would result in the distribution or use of controlled substance. (Penal Code 627.4).

The Principal may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor. When a visitor is directed to leave, the principal shall inform the visitor that if he or she reenters the school within 7 days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7)

All schools shall inform parents annually about the schools policies regarding visitors, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor policy is subject to the further terms and conditions contained in The Schools Registered Sex Offender Policy, set forth below.

All schools shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor policy is subject to the further terms and conditions contained in The School's Registered Sex Offender Policy, set forth below.

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## **CHARTER SCHOOL BUDGET NARRATIVE.**

The attached budget and cash flow projection are based on moderate estimates of the actual costs to implement the Charter School program as described in the charter.

### **REVENUES**

General and Categorical Block Grant, and revenue projections for the first year were based on the School Services of California (SSC) estimates for 2013-2014 revenue for charter schools, released in October, 2013. Those rates were grown conservatively by 1,9% in 2014/15 in line with SSC estimates. The budget includes the Public Charter School Grant at the maximum level for a site-based school of 100 students or more.

### **EXPENSES**

Expenses have been conservatively estimated by Ed Tec and the founding team based on current market conditions. Expense assumptions have been increased 2% per year for inflation, in addition to being increased for enrollment and staffing growth. Salary assumptions underlying them.

### **STAFFING AND BENEFITS**

Charter school will open with principal, 8 teachers, instructional aid, special education director (0,5 PT), and an office manager. In the second year, the School will add four core teachers and a secretary/attendance clerk, special education provider. In the third year, the School will add one core teacher, language immersion coordinator and special education specialist, registrar/compliance coordinator.

School assumes a low 5% (as a goal) absence rate among its faculty, and has budgeted substitutes accordingly. Charter School will offer a cafeteria health plan with a fixed contribution amount per employee per year. Certificated staff will participate in STRS, non-certificated staff will be part of the social security system.

### **BOOKS AND SUPPLIES**

Charter School will have a curriculum that will draw upon varied curricular resources. Authentic books/electronic versions may be donated to our school or purchased online (for example, IB curriculum can be purchased on IB site)

The school has budgeted \$150 per new student to purchase classroom furniture, as well as \$2400 per classroom to purchase the computer for teacher and four net books per classroom

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#### SERVICES AND OPERATING

To the extent possible, all Services and Operating Expenses were estimated based on actual quotes for Charter School or for similarly situated schools. Accounting services, insurance, utilities and the business services estimates come directly from actual quotes for services to similar schools. Facilities rental and other expenses were estimated based on the experience of Ed Tec staff, including copier lease, legal, SIS, fingerprinting, postage, recruiting and communications. SPED encroachment based on local encroachment levels.

#### CAPITAL OUTLAY

The School is budgeting \$10,000 to prepare the site.

#### CASH FLOW

Once the charter is approved, the school may apply for a \$250,000 CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. Should the CDE loan not be available, the School will seek financing from its bank and/or from Charter School Capital, which provides receivable financing. The School will begin paying back the CDE loan in year two. In its second year, the School will apply for growth loan from CCSA to help finance the growth in enrollment until the State catches up on its payments. By year three, the school will take out a line of credit with its bank to cover the minor ups and downs of funding.

The cash forecast assumes that the February, April, May and June deferral will continue indefinitely. The Special Advance apportionment for growing schools is not included in following historical disbursement patterns.

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#### FINGERPRINTING POLICY

For the protection of students, California State Law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints. The fingerprints are then compared to the Federal Bureau of Investigation (FBI) and/or Department of Justice databases.

#### WHO SHOULD BE FINGERPRINTED

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that The School is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a pupil while not in the presence of a credentialed School employee must receive fingerprint clearance prior to volunteering on campus.

Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a pupil. This policy also applies to parents/guardians of students who volunteer at the school and may have the occasion to be alone with a pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the State of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at the School should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

#### WHO PAYS FOR FINGERPRINTING

The School pays for Live Scan services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club.

Please see the School Office Manager for specific details about how to get fingerprinted.

#### REGISTERED SEX OFFENDER POLICY

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals should respond appropriately when apprised of information that a registered

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sex offender resides or works within 2 miles of the School, or otherwise may be likely to attempt to visit the School for any reason whatsoever.

In accordance with "Megan's Law" the principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disc, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website (Penal Code 290.4 and Parra Act), subject to the disclaimer found on website.

The School and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law (Penal Code 290).

When a school has received information about a registered sex offenders from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the following:

The School will share public registered sex offender information with the staff members of particular school to assist in identifying a danger;

Any persons who uses registered sex offender information to commit a felony will be subject to criminal penalties;

Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of the student, who attend the school, the principal or designee should attempt to schedule a meeting with parent/guardian for the following purposes:

To establish a positive, cooperative working relationship to the extent possible.

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Pursuant to Penal Code 290 Q, any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

## **EMERGENCY PREPAREDNESS**

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting, just when the teachers return to duty.

### **DRILLS**

It is the principals responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out.

#### **FIRE DRILL**

At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.

#### **CIVIL DEFENSE DRILL**

A Civil Defense Drill should be conducted at least twice each school year following the School's Civil Defense Procedure.

#### **EARTHQUAKE DUCK & COVER DRILL**

This drill should be performed twice per school year.

#### **MAJOR DISASTER DRILL**

This drill should be performed twice per school year so personnel are oriented to the School's Major Disaster Plan.

### **CIVIL DEFENSE PROCEDURES**

Civil Defense procedures are established to promote the safety of children and adults during a period of civil emergency. The Local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens, strategically positioned throughout the school's county, becomes the major Civil Defense alarm. In addition, schools will receive warning through telephone communications for the local county office.

### **ALERT SIGNALS**

The ability to respond quickly and efficiently when a major disaster strikes is important to that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

#### **AT THE SOUND OF THE "ALERT" SIGNAL:**

All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms. Children on the library will return to their assigned classrooms. Each teacher will stay in the classroom with his/her students. Each custodian will report to the school office for instructions.

#### **AT THE SOUND OF THE "TAKE COVER" SIGNAL:**

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Students will position themselves under desks or tables.  
Students on the playground or out of doors will drop, face down, on the ground. Open all doors; leave windows as they are.  
The teacher should be ready with stories, songs, guessing games, etc., in the case of an extended waiting period.

**AT THE "ALL CLEAR" SIGNAL:**

Children will resume their regular class activities.

When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the Superintendent will declare the premises unsafe. If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

**STAFF RESPONSIBILITIES**

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

**Principal**

Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense);  
Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building;  
Provide for administration of first aid and request other emergency assistance as needed;  
Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby business or residence.  
Give directions to police in search clearing procedures and take full responsibility for search.  
Coordinate supervision of students and all clean-up or security efforts.

**Teachers**

Carry out appropriate emergency procedures to ensure the safety and welfare of students;  
Supervise children and maintain calm and order;  
Make sure you have access to the classroom copy of the student's emergency cards.

**Office manager**

Assist and take direction from the principal;  
Make sure first aid supplies are handy in case they are needed.  
Carry out other duties as assigned.

**Custodial Engineers**

Shut off the valves for gas, water, electricity and air conditioning.  
Open all gates and doors to assembly and exit areas.

**Aides, Volunteers and Other Adults:**

Should assist teachers working with students to keep them safe, orderly and comfortable.  
Be on call for administrator's requests.

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**Community Council:**

In advance of emergencies, the Community Council should ensure the following emergency supplies are stored:

2 quarts of water

Solar blanket

Food for two days

Note from parents with emergency instructions.

**Student Emergency Packets (1 per student)**

First aid kits

Flashlight

Batteries

Radios

Megaphone and walkie-talkies

**EMERGENCY PROCEDURES**

All classrooms should have emergency exit charts posted near the doors. In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

Principal assesses the situation

Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone

Assigned person calls 911

Principal meets with emergency crews.

Assigned person ensures all classrooms, hallways and restrooms on the floor are empty after escorting their students to assigned location

Assigned person ensures the cafeteria and gym are empty.

Assigned person greet, organize and comfort students outside the building

Each teacher takes role and Lead Teacher pick up the names of any missing students and report these names to the Emergency Crew Chief and the Principal.

Assigned person will direct students who need first aid to an assigned location

Principal determines, in consultation with the Emergency

Crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.

If students and staff are dismissed for the day, an assigned person will be responsible for securing the building against vandalism and theft.

All classroom teachers will ensure that students are released to guardian s care.

In the case that counseling services are subsequently needed by any students, the principal and an assigned person will coordinate that effort.

In the case that media coverage is an issue, Principal will control and organize press releases and media requests.

**FIRST AID**

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consists of individuals assigned by the School Principal.

**DISASTER PLANS**

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Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in variety of disaster situations. Lead teacher should also display Disaster Plan guidelines prominently in each classroom.

#### FIRE

Principal, custodian or office manager will determine the location of the Fire  
Office manager will call 911, picks up emergency card binder and student medications and leaves the building prepared to phone parents of any injured child.  
Custodian or Principal will sound the fire alarms.  
Staff will follow emergency procedures previously described.  
Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

#### EARTHQUAKE

##### IF INDOORS:

All drop down to the floor and duck and cover.  
Turn away from windows.  
Take cover under a desk or table or against an interior wall.  
Cover head with arms or hold to the cover and be prepared to move with it.  
Hold the position until the ground stops shaking.  
When initial shaking stops, principal or office manager sounds alarms to evacuate the building.  
Staff to follow emergency procedures previously described.

##### IF OUTDOORS:

Move away from buildings, poles and overhead wires.  
Lie down or crouch low to the ground.  
Look out for dangers that demand movement.  
Be prepared to duck and cover again due to after shocks.  
Staff to follow emergency procedures previously described.

#### FLOOD/ SEVERE WEATHER

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The Principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate; B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

#### ELECTRICAL FAILURE

Principal and/or custodian notify the electrical company PG&E at 800-743-5000  
Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

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#### GAS LINE BREAK

Principal and/or custodian notify PG&E  
Principal and/or custodian notify the Fire Department.  
Staff to follow the emergency procedures previously described.

#### WATER MAIN BREAK

Principal and/or custodian notifies the water department  
Custodian shuts off water.  
Principal notifies the police.  
Principal determines if it is necessary to follow the emergency procedures to evacuate students and staff.

#### WATER CONTAMINATION

Instruct teachers to move students away from drinking fountains and sinks.  
Notify school office.  
Have custodian turn off pressure to drinking fountains and sinks.

#### CHEMICAL SPILL/ INCIDENT

##### IF INDOORS:

Block or rope the area – do not touch anything.  
Evacuate room and turn off air conditioning system.  
Notify school office and custodian of the incident, contact 911 if necessary.  
Custodian should check for chemical safety data to determine clean up procedure.

##### IF OUTDOORS:

Upon hearing of a chemical leak principal will determine if students should be evacuated.  
Move away from buildings, poles and overhead wires.  
Close doors and windows and turn off air conditioning system.  
Move crosswind, never more directly with or against the wind which may carry fumes.  
Give first aid.  
Staff to follow the emergency procedures previously described.

#### LOCKDOWN/ SHOOTING INCIDENT

If the shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal :

- Teachers close and lock all classrooms doors and windows immediately;
- Teachers take roll;
- Teachers calmly direct students to duck under their desks;
- Principal should call 911
- Office personnel close and lock all office doors and windows immediately;
- Nobody leaves their secure sites until emergency crew members escort them to safety.
- Assigned person will control and organize media;
- Assigned person will ensure that counseling services are available as soon is possible.

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#### BOMB THREAT

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

Notify Principal immediately.

Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there, and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

If Principal determines to evacuate, staff follows emergency procedures previously described.

Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.

If you see any suspicious object, report it to Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.

Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb.

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**BYLAWS**

**OF LANGUAGE PLUS ACADEMIES**

(A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION)

**ARTICLE 1**

**NAME**

The name of this corporation is LANGUAGE PLUS ACADEMIES (Corporation).

**ARTICLE 2**

**PRINCIPAL OFFICE OF THE CORPORATION**

The principal office for the transaction of the activities and affairs of this corporation is 1001 Funston avenue, #15 Pacific Grove, CA, 93950. The Board of Directors (the "Board") may change the location of the principal office from time to time, from one location to another. Any such change of location must be noted by the Secretary on these bylaws, opposite this Section; alternatively, this Section may be amended to state the new location.

**OTHERS OFFICES OF THE CORPORATION**

The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE 3**

**GENERAL AND SPECIFIC PURPOSES. LIMITATIONS**

**GENERAL AND SPECIFIC PURPOSES/** The purpose of the Corporation is to manage, operate, guide, direct and promote public charter school(s) in California. In addition, the Corporation is formed for the purposes of performing all things incidental to the achievement of the foregoing primary purpose. The Corporation shall hold, and may exercise, all such powers as may be conferred upon a non-profit corporation by the laws of the State of California and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. The Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the

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Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

#### ARTICLE 4

##### CONSTRUCTION AND DEFINITIONS

CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Non-profit Public Benefit Corporation law (the "Law") shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes both a legal entity and a natural person.

#### ARTICLE 5

##### DEDICATIONS OF ASSETS

DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, off all debts and liabilities organized and operated exclusively for charitable purposes and that has established its exempt status under Code Section 501(c) (3).

#### ARTICLE 6

##### MEMBERS

The Corporation shall have three classes of members, Class A, Class B, Class C and Class D. The qualifications and rights of the members in each class shall be as set forth in this Article VI and as determined from time to time by the Board. The initial Class A, Class B, Class C and Class D members shall be determined in accordance with the provisions of these By-Laws.

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(A). Class A. Each family with a child or children properly enrolled in School shall be a Class A member in the Corporation. The Class A membership shall be held by the custodial parent(s) or guardians of the child or children so enrolled who have signed the School Family Contract. In the case where there are two custodial parents or guardians who have signed the Family Contract, the membership shall be held and exercised jointly by such custodial parents or guardians except that one custodial parent shall be designated to exercise the applicable rights of Membership in the event the parents or guardians separate or are not unanimous in their exercise of membership rights. Such membership shall be renewed annually by signing a new Family Contract each year the family child is properly enrolled in the school. If the student leaves school, his or her family's membership shall be terminated automatically, effective as of the last day attended by a student. A person may, but need not be a member, to be eligible to be elected by the members of the Corporation to serve as an officer or Director.

(B). Class B. Each member of the School staff shall be a Class B member of Corporation.

(C). Class C. Each student properly enrolled in Charter School shall be a Class C member of Corporation.

(D). Class D. Each member of the Board shall be a Class D member of the Corporation.

#### ADMISSIONS OF MEMBERS.

Class A Members will be admitted to the Corporation upon the admission of their child or children into School, and execution of the Family Contract. Class B members will be admitted to the Corporation upon the commencement of their employment at school. Class C members will be admitted to the Corporation upon their enrollment or election to the Board.

#### POWERS.

Class A, B, and C members shall have the right to vote on the election of the Directors of the Corporation as follows:

(E). Class A members shall be entitled to elect three Directors to the Board;

(F) Class B members shall be entitled to elect one Director to the Board;

(G). Class C members shall be entitled to elect two Directors to the Board.

Class D members shall exercise all residual voting powers not vested in Class A, B or C members, except that a vote of the majority of the members of each class shall be required to approve any action that would have a material adverse effect on the rights and privileges granted to such class hereunder.

#### DUTIES.

Class A Members shall perform such duties and obligations as stated in the Family Contract.

#### MEMBERSHIP RECORDS.

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The Corporation shall keep membership records containing the name and address of each member. Termination of the membership of any member shall be recorded, together with the date of termination of such membership, in the records of the corporation. Such records shall be kept at the Corporation's principal's office and shall be available for inspections by any Director, officer or member of the Corporation. The record of names and addresses of the members of the Corporation shall constitute the membership roster of the Corporation and shall not be used, in whole or part, by any person for any purpose not reasonably related to member's interest as a member.

#### NONLIABILITY OF MEMBERS

A member of the Corporation shall not, as such, be personally liable for the debts, liabilities or obligations of the Corporation.

#### NONTRANSFERABILITY OF MEMBERSHIPS

No member may transfer a membership or any right arising therefrom in any manner whatsoever, nor may any such right be exercised by any agent, or legal or personal representative of the member.

#### SECTION 2. TERMINATION OF MEMBERSHIP

- (A) Class A Members. Membership of a Class A member shall terminate on the date that is coincident with the expiration of the Family Contract unless such Family Contract is timely renewed for the subsequent year. Class A membership shall also terminate coincident with the disenrollment of a student for any reason.
- (B) Class B Members. Membership of a Class B member shall terminate upon termination of the staff member's employment with the School.
- (C) Class C Members. Membership of the Class C member shall terminate upon the disenrollment of the student from the school.
- (D) Class D Members. Membership of a Class D member shall terminate upon termination of the Director's service on the Board.

#### RIGHTS ON TERMINATION OF MEMBERSHIP.

All rights of a member in the Corporation shall cease upon termination of membership as herein provided.

#### AMENDMENTS RESULTING IN THE TERMINATION OF MEMBERSHIPS

Notwithstanding any other provision of these bylaws, if any amendment of the Articles of Incorporation or of these Bylaws would result in the termination of all memberships, then such amendment or amendments shall be effected only in accordance with the provisions of Section 5342 of the Law.

#### ARTICLE 7

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## MEETINGS OF MEMBERS

### PLACE OF MEETINGS OF MEMBERS

Meetings of members shall be held at any place within the State of California designated by the Board or, in the absence of such designation, at the principal office of the Corporation.

### ANNUAL MEETINGS OF MEMBERS

Unless otherwise designated by the Board, the members shall hold an annual meeting in November of each year for the purpose of electing one or two Directors.

### REGULAR MEETINGS OF MEMBERS

Regular meetings of the members of the Corporation may be held at such times and places as may from time to time be fixed by the Board.

### SPECIAL MEETINGS OF MEMBERS

Special meetings of the members may be called by the Board from time to time. In addition, special meetings of the members for any lawful purpose may be called by twenty per cent (20%) or more of the members. The party requesting a special meeting shall provide the President or Secretary of the Board with a written request, specifying the general nature of the business proposed to be transacted and certifying that 20% or more of the members have requested that such meeting be held. The officer receiving the request shall cause notice to be given promptly to the members entitled to vote, in accordance with Section of these bylaws, stating that a meeting will be held at a place and time specified by the Board; provided, however, that the meeting date shall be at least ( ) days, but no more than ( ) days after receipt of the request. If notice is not given within ( ) days after the request is received, the person(s), requesting the meeting may give notice. Nothing in this Section 4 shall be construed as limiting, fixing or affecting the time at which a meeting of members may be held when the meeting is called by the Board. No business, other than business set forth in the notice of the special meeting, may be transacted at the special meeting.

### SECTION 1. NOTICE OF MEETING OF MEMBERS.

- A. ANNUAL MEETING. Members will be notified electronically at ( ) days, but not more than ( ) days prior to each annual meeting (using the contact information on file with the Corporation), of the time and place of the meeting and the proposed agenda, which shall contain a brief general description of each item of business to be transacted or discussed at the meeting. If a member does not have electronic contact information on file, the member will be notified by U.S. Mail. It is the member's responsibility to update the Corporation if the member's contact information changes. In addition, notice of the meeting shall be posted at least ( ) days prior to the meeting on the school's bulletin board.

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**B REGULAR MEETINGS.** Notice of regular meetings of members, if any, shall be made at least 72 hours prior to the meeting during the regular school term by posting an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting on the bulletin board.

**C SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of members may be held only after twenty-four hours notice is given to each member and to the public through the posting of an agenda on their bulletin board.

**D SPECIAL NOTICE RULES FOR APPROVING CERTAIN PROPOSALS.** If action is proposed to be taken with respect to the filling of vacancies on the Board, such action shall be invalid unless notice in the form of a description of the proposal is posted on the bulletin board at least 72 hours prior to consideration of the proposal and sent to the members, as described in Section 5(a) above.

#### QUORUM

One-third of the voting power of the applicable class of members shall constitute a quorum for the transaction of business at any meeting of members at which a quorum is present may continue to transact business until adjournment, notwithstanding a withdrawal of enough members to leave less than a quorum, if any action taken (other than adjournment) is approved by at least a majority of the members required to constitute a quorum, or such greater number as required by the Articles of Incorporation, these bylaws of the Law.

#### ADJOURNMENT

Any member meeting, whether or not a quorum is present, may be adjourned from time to time by the vote of the majority of the members represented at the meeting. No meeting may be adjourned for more than ( ) days. When a member meeting is adjourned to another time or place, notice need not be given of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which adjournment is taken. At the adjourned meeting, the Corporation may transact any business that might have been transacted at the original meeting.

#### VOTING

Members entitled to vote at any meeting of members shall be those members in good standing on the meeting date. Voting shall be by ballot and each member entitled to vote shall be entitled to cast one vote on each matter submitted to a vote of members. If a quorum is

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present, the affirmative vote of a majority of the voting power represented at the meeting shall be the act of applicable class of members, unless the vote of a greater member is required by the Articles of Incorporation, these bylaws or the Law. In any election of Directors, the candidate receiving the highest number of votes for a given Board seat from the applicable class of members shall be elected to hold such seat. Each member of a class shall have the right to vote for as many nominees on the Board as may be filled by a vote of the members of that class.

#### WAIVER OF NOTICE OR CONSENT BY ABSENT MEMBERS

The transactions of any meeting of members, however called or noticed and whenever held, shall be as valid as though taken at a meeting duly held after regular call the notice, if a quorum is present either in person or by proxy and if, either before or after meeting, each member entitled to vote, not present in person or by proxy, signs a written waiver of notice, consent, or approval need not specify either the business to be transacted or the purpose of any meeting of members, except that if action is taken or proposed to be taken for approval of any of (1) removing a director without a cause, (2) filling vacancies on the Board, (3) amending the Articles of Incorporation or bylaws, (4) electing to wind up and dissolve the Corporation, (5) approving a plan of merger or consolidation or (6) disposing of all or substantially all of the Corporation's assets, then the waiver of notice, consents, or approval shall state the general nature of the proposal. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

A member's attendance at a meeting shall also constitute a waiver of notice of and presence at that meeting, unless the member objects at the beginning of the meeting to the transaction of any business because the meeting was not lawfully called or convened. Also, attendance at the meeting is not a waiver of any right to object to the consideration of matters required to be included in the notice of the meeting but not so included, if that objection is expressly made at the meeting.

#### ACTION BY UNANIMOUS WRITTEN CONSENT

Any member action may be taken without a meeting and without prior notice if all members consent in writing to the action. The written consents shall be filed with the minutes of the member proceedings. The action by written consent shall have the same force and effect as the unanimous vote of the members.

#### ACTION BY WRITTEN BALLOT WITHOUT A MEETING

Any action, including the election of Directors, which may be taken at any meeting of members, may be taken without a meeting and without prior notice by complying with the provisions of this Section 2', concerning written ballots.

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The Corporation shall distribute one written ballot to each member, entitled to vote on the matter. Such ballots shall be mailed or delivered in the manner required by Section ( ) of these bylaws. All solicitations of votes by written ballot shall (a) indicate the number of responses needed to meet the quorum requirement, (b) with respect to ballots other than for election of Directors, state the percentage of approvals necessary to pass the measure or measures; and (c) specify the time by which the ballot must be received in order to be counted.

Each ballot so distributed shall (a) set forth the proposed action, (b) provide the members an opportunity to specify approval or disapproval of each proposal, and (c) provide a reasonable time within which to return the ballot to the Corporation.

In any election of Directors, a written ballot that a member marks "withhold", or otherwise marks in a manner indicating that authority to vote is withheld, shall not be voted either for or against the election of Director.

Approval by written ballot shall be valid only when the number of votes cast by ballot, including those ballots marked in a manner indicating that authority to vote is withheld, within the time specified equals or exceeds the quorum required to be present at a meeting authorizing the action, and the number of approvals equals or exceeds the number of votes that would be required for approval at a meeting at which the total number of votes cast was the same as the number of votes cast by written ballot without a meeting.

A written ballot may be revoked. All written ballots shall be filed with the secretary of the corporation and maintained in the corporate records.

#### RECORD DATE

For purposes of determining the members entitled to notice of any meeting, entitled to vote at any meeting, entitled to vote by written ballot, or entitled to exercise any rights with respect to any lawful action, the Board may, in advance, fix a record date. A member at the close of business on the record date shall be a member of record.

The record date so fixed:

1. For notice of a meeting shall not be more than 90 nor less than 10 days before the date of the meeting. If not otherwise fixed by Board, the record date shall be the next business day preceding the day on which the meeting is held.
2. For voting at the meeting shall not be more than 60 days before the date of the meeting. If not otherwise fixed by the Board, the record date shall be the day on which the meeting or adjourned meeting is held.
3. For voting by written ballot shall not be more than 60 days before the day on which the first written ballot is mailed or solicited.

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4. For any other action shall not be more than sixty days before that action. If not otherwise fixed by the Board, the record date shall be the date on which the Board adopts the resolution relating to that action, or the 60 day before the date of that action whichever is later.

#### PROXY VOTING

Members shall not be entitled to vote by proxy.

#### ARTICLE 8 BOARD OF DIRECTORS

##### GENERAL POWERS

Subject to provisions and limitations of the Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, 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.

##### SPECIFIC POWERS

Without prejudice to the general powers set forth in Article 8, Section 1 of these bylaws, but subject to the same limitations, the Board shall have the power to:

1. Appoint and remove, at the pleasure of the Board all corporate officers, agents and employees; prescribe powers and duties for them as are consistent with new Law, the Articles of Incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in District from one location to another and designate a place in District for holding any meetings of members.
3. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deed of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a Corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates
5. To make disbursements from the funds and properties of Corporation as are required to fulfill the purposes of this Corporation as are more fully set out in the Articles of Incorporation, and generally to conduct, manage and control the activities and affairs of the Corporation and to make rules and regulations not inconsistent with law, with the Articles of Incorporation, or with these bylaws, as they may deem best.

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6. To the extent permitted by the exempt status of the organization, to carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may legally engage.

## SECTION 2. FOUNDING BOARD COMPOSITION AND TERMS

- (A) **FOUNDING BOARD.** The authorized number of Directors of the Corporation shall not be less than three (3) or more than seven (7). Directors, until changed by amendment of the Articles of Incorporation or these bylaws. The Board shall fix the exact number of directors for time to time within these limits. The initial Board shall consist of three Directors, being the President, Treasurer and Secretary as founding Board members. The names of such founding Board members are specified in Exhibit A attached to these bylaws. The President, Treasurer, and Secretary shall serve from incorporation through January 31 of the second year of the Corporation's operation, after which their terms shall expire in a staggered manner. The terms of the founding Board members shall be staggered so that each term expires on January 31 of the second, third, and fourth school years for each of the Secretary, Treasurer and President respectively. The founding Board members may appoint additional members to serve from incorporation through January 31 of the first year of the Corporation's operation.
- (B) **APPOINTMENT OF EXECUTIVE DIRECTOR AS BOARD MEMBER.** Once hired, the Executive Director shall be appointed to the Board as a Director.
- (C) **APPOINTMENT OF INITIAL STAFF BOARD MEMBER.** The charter school staff shall elect one Director to the Board with a two-year term.
- (D) **APPOINTMENT OF INITIAL STUDENT BOARD MEMBERS.** During the first school year, two students shall be elected by the student body (one for a two-year term and one for a one-year term) to serve as Board members. After the first year, additional student Board members shall be elected for staggered two-year terms.
- (E) **RE-ELECTION** At the end of a Director's term, the Director shall have the option to run for re-election or step down.

## BOARD COMPOSITION AND TERMS

New Directors shall be elected as follows:

- (F) **COMMUNITY MEMBERS.** All Directors representing the community shall be nominated by a Nominating Committee as described in Article 8, Section 5 and elected by the Class A member of the Corporation. Each Director representing the Community shall hold office for three (3) years and until a successor Director has been designated and qualified, unless otherwise removed from the office in accordance with these bylaws.

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- Directors' terms of service shall be staggered to ensure continuity in governance as described herein. Election shall be by a majority of the voting Class A members.
- (G) EXECUTIVE DIRECTOR. The executive director of the Charter School shall sit on the Board as a member without any further action by the members of the Corporation.
  - (H) STAFF MEMBERS. Each Director representing the School staff shall be elected by the Class B members. Each Director representing the school staff shall hold office for two (2) years and until a successor Director has been designated and qualified unless otherwise removed from office in accordance with these bylaws.
  - (I) STUDENT MEMBERS. All student Board members shall be elected by the Class C members. Each student Board member shall hold office for two (2) years unless otherwise removed from office in accordance with these bylaws. Students' terms of service shall be staggered to ensure continuity in governance as described herein.
  - (J) EX-OFFICIO MEMBERS. In accordance with California Education Code Section 47604(b) and the terms of the Charter, the charter authorizer (TBD) may select one representative to sit on the Board as an ex officio (non-voting) member. The representative, if any, shall not be included for purposes of determining the existence of a quorum.

### SECTION 3. SERVICE ON THE BOARD.

New board members are to be installed and all officers appointed at the annual meeting of the Board, to be held in January of each year, or at a special meeting called for this purpose. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which he or she is elected and until a successor has been elected and qualified. A Director may serve any number of consecutive terms.

### NOMINATIONS BY COMMITTEE.

Candidate Directors representing the community shall be selected by a nominating Committee made up of a student, a staff member, a parent, a board member, and the Executive Director. Each of the above (with the exception of Executive Director) shall be selected by their respective constituents to serve on the nominating committee.

In addition to reviewing the qualifications of potential nominees, committee members shall be responsible for advertising and soliciting people for board membership. The nominating committee shall offer a slate of qualified candidates to the membership prior to the annual meeting of members in November.

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**USE OF CORPORATE FUNDS TO SUPPORT NOMINEE**

No corporation funds may be expended to support a nominee without the Board's authorization.

**EVENTS CAUSING VACANCIES ON BOARD**

A vacancy or vacancies on the Board shall occur in the event of:

- A The death, resignation, or removal of any Director;
- B The declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the Law;
- C Increase of the authorized number of Directors; or
- D The failure of the members, at any meeting of members at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting.

**RESIGNATION OF DIRECTORS**

Except as provided below, any Director may resign by giving written notice to the President of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

**DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS**

Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director or Directors.

**REMOVAL OF DIRECTORS**

A Director may be removed from office if any of the following has been found to have occurred:

- E The Director misses three or more consecutive board meetings or one third of the meetings in calendar year without cause.
- F The Director becomes physically incapacitated or his or her inability to serve as determined by the Board.
- G A conflict of interest is found to exist between the Director and the Corporation.

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H The Director is found to have engaged in the misrepresentation of the Corporation and its policies to outside third parties, either willfully, or on a repeated basis.

J The Director has not served as required on a Board designated committee or completed the assignment.

Before any removal occurs, the Director will be advised of the allegation and the basis for the allegation, and will be given an opportunity to present to the Board any contrary evidence, or explanation he or she may have. Removal must be by the vote or written assent of a majority of the Directors then in office.

#### VACANCIES FILLED ON BOARD

Except for a vacancy created by the removal of a Director by the applicable class of members, vacancies on the Board may be filled by approval of the Board or, if the number of Directors then in office is less than a quorum by (a) the unanimous consent of the Directors then in office or (b) the affirmative vote of a majority of the Directors then in office, in each case until the next election by the applicable class of members, at which time any Board-appointed Directors must be re-elected to their position for the remainder of their staggered term.

#### NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS

Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

#### PLACE OF BOARD OF DIRECTORS MEETINGS

Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within District that has been designated by action of the Board or in the notice of the meeting.

#### MEETINGS; ANNUAL MEETINGS

All meetings of the Board and its committees shall be called, noticed, held and conducted in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), and as said chapter may be modified by subsequent legislation.

Unless otherwise determined by the Board, the Board shall meet in January of each year for the purpose of organization, installation of new Directors, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The meeting shall be held at time, date and place as may be specified and noticed by action of the Board.

**REGULAR MEETINGS.** Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least ( ) days before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

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**SPECIAL MEETINGS.** Special meetings of the Board for any purpose may be called at any time by the President of the Board, or the Vice President in the absence of the President. In the absence of the President and Vice President, any other officer of the Board may call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

**NOTICE OF SPECIAL MEETINGS.**

In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:

K Any such notice shall be addressed or delivered to each Director at the Director's physical or electronic address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice; or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

L Notice by overnight letter shall be deemed received at the time a properly addressed written notice is deposited with an overnight delivery service, postage prepaid. Notice by email or other electronic communication shall be deemed received at the time a properly addressed notice is transmitted by electronic means to the recipient. Any other written notice shall be deemed received at the time it is personally delivered to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

M The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

**EMERGENCY MEETINGS**

The party calling an emergency meeting shall determine the place, date and time thereof.

**NOTICE OF EMERGENCY MEETINGS**

In accordance with the Brown Act, emergency meetings of the Board may be held only after one (1) hours notice is given to each Director and to the public.

**QUORUM**

Presence of a majority of the voting Directors then in office shall constitute a quorum. Every act done or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as an act of the Board, unless a greater number, or the same number after

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disqualifying one or more Directors from voting, is required by the Articles of Incorporation, these bylaws or the Law. 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 disinterested majority of the required quorum for such meeting, or such greater number as may be required by the Articles of Incorporation, these bylaws or the Law decisions of the Board will be upon the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

#### TELECONFERENCE MEETINGS

Members of the Board may participate in meetings held by teleconference, video screen communication, or other communications equipment so long as all of the following requirements in the Brown Act are complied with:

N At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Corporation operates;

- All decisions made during teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

#### ACTION WITHOUT A MEETING

The Board may take any required or permitted action with the meeting if all members of the Board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

For purposes of this section only, "all members of the Board" does not include an "interested directors" as defined in Section 5233 of the Law.

#### AJOURNMENT

A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meetings to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors, who were not present at the time of adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

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#### COMPENSATION AND REIMBURSEMENT

Directors shall not receive compensation for their services as Directors or officers but may receive reimbursement of expenses incurred in carrying out their duties as Directors or officers that the Board has approved in advance and determined by action to be just and reasonable at the time the action is adopted.

#### BOARD COMMITTEES

The Board, by Board action adopted by a majority of the Directors then in office, may create one or more committees to serve at the pleasure of the Board. Committees shall act in an advisory capacity with respect to the Board and shall report to the Board at its regular meetings, as required by the Board. Appointments to committees of the Board shall be by majority vote of the Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

Take any final action on any matter that, under the Law, also requires approval of the members or approval of a majority of all members;

Fill vacancies on the Board or any committee of the Board;

Fix compensation of the Directors for serving on the Board of Directors or on any committee;

Amend or repeal these bylaws or adopt new bylaws;

Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

Create any other committees of the Board or appoint the members of committees of the Board;

Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or

Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest, except as special approval is provided for in Corporations Code Section 5233(d)(3).

#### MEETINGS AND ACTION OF COMMITTEES

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of committee. All meetings of Board committees shall be conducted under the rules, established by the Board. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

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#### NON – LIABILITY OF DIRECTORS

No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

#### COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS

The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232 g and attendant regulations as they may be amended from time to time.

#### ARTICLE 9

##### OFFICERS OF THE CORPORATION

**OFFICES HELD.** The officers of the Corporation shall be a President, a Treasurer, and a Secretary. The Corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article 9, Section 4, of these bylaws.

**NO DUPLICATION OF OFFICE HOLDERS.** No officer may concurrently hold more than one office.

**APPOINTMENT OF OFFICERS.** The Officers of the Corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board.

**APPOINTMENT OF OTHER OFFICERS.** The Board may appoint and authorize the Chairman of the Board, if any, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in these bylaws or established by the Board.

**REMOVAL OF OFFICERS.** The Board may, by a majority of the Directors in Office, remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer or whom the Board confers the power of Removal.

**RESIGNATION OF OFFICERS.** Any officer may resign at any time by given written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is the party.

##### VACANCIES IN OFFICE

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 normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

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**PRESIDENT.** The President shall preside at all Board meetings. The President shall have such other powers and duties as the Board or these bylaws may require.

**VICE-PRESIDENT.** If the President is absent or disabled, the Vice-President, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board or these bylaws may require.

**TREASURER.** If the President is absent or disabled and no Vice-President has been appointed, the Treasurer shall perform all duties of the President. When so acting, a Treasurer shall have all powers of and be subject to all restrictions on the President.

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to Directors such financial statements and reports as a required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall:

- (a) Deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate;
- (b) Disburse the Corporation's funds as the Board may order;
- (c) Render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and
- (d) Have such other powers and perform such other duties as a Board, job specification, or these bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

**SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special or emergency and, if special or emergency, how authorized; the notice given; and names of the Directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the Principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or these bylaws may require.

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**ARTICLE 10.**

**CONTRACTS WITH DIRECTORS**

The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest unless all the following apply:

- (a) The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board meeting minutes;
- (b) The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- (c) Such contract or transaction is authorized in good faith by a majority of the Board in a decision sufficient for that purpose.
- (d) Before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- (e) The Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into.

**ARTICLE 11**

**LOANS TO DIRECTORS AND OFFICERS**

The Corporation shall not lend any money or property to or guarantee the obligation of any Director or Officer. The Corporation may advance money to a Director or Officer of Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE 12**

**INDEMNIFICATION**

To the fullest extent permitted by Law, this Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding", as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses", as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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On written request to the Board by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

#### ARTICLE 13

##### RACIALLY NONDISCRIMINATORY POLICY

**NON-DISCRIMINATION.** The Corporation will undertake and carry on its educational activities without regard to race, color, creed, age, marital status, disability, national origin or sexual orientation. The Corporation will not discriminate on any of these bases in administering its educational policies, admission policies and other school-administered programs.

**PUBLICATION.** The Corporation will make its nondiscriminatory policy known to all segments of the general community served by the Corporation by publishing a notice of its nondiscriminatory policy in a newspaper of general circulation or by making an announcement of its nondiscriminatory policy at least once annually on a broadcast radio station that serves all segments of the community.

#### ARTICLE 14

##### INSURANCE

The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director s, officer s, or agent s status as such.

#### ARTICLE 15

##### MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board and committees of the Board;
- (c) Such reports and records as required by law.

#### ARTICLE 16

##### INSPECTION RIGHTS

**DIRECTOR S RIGHT TO INSPECT.** Every Director shall have the right at any reasonable time to inspect the Corporation s books, records, documents of every kind, physical properties as permitted by California and federal law. The inspection may be made in person or by the Director s agent or attorney. The right of inspection includes the right of copy and

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make extracts of documents as permitted by California and federal law. The right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g. restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

**ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any Director may inspect, copy and make extracts of the accounting books and records and the minutes of proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney.

**MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

#### **ARTICLE 17**

##### **BYLAW AMENDMENTS**

The Board may adopt, amend or repeal any of these bylaws by a majority of the Directors in office at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Corporation or make any provisions of these bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any applicable laws.

#### **ARTICLE 18**

##### **FISCAL YEAR**

**FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July, 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

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## ARTICLES OF INCORPORATION

Proposed Articles to be submitted as soon as possible

### ARTICLES OF INCORPORATION OF LANGUAGE PLUS ACADEMIES OF CALIFORNIA

#### A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is LANGUAGE PLUS ACADEMIES OF CALIFORNIA

TWO: This corporation is non-profit 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. The specific purpose for which this corporation is organized is to manage, operate, guide, direct and promote the charter school.

THREE: The name and address in the State of California of this corporation's initial agent of process is Dr. Vadim Nazarenko, 1001 Funston Avenue #15, Pacific Grove, CA, 93950.

FOUR:

- (A) This Corporation is organized and operated exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- (B) Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- (C) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate 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.

FIVE: The names and addresses of the persons appointed to act as the initial directors of this corporation are:

Dr. Vadim Nazarenko, 1001 Funston Avenue #15, Pacific Grove, CA, 93950.

Alexander Semeryuk, 4050 Tahoe St., West Sacramento, CA, 95691

Larisa Samoilovich,

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SIX: The property of this corporation is irrevocably dedicated to public benefit purposes as set forth in the Charter document, and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, 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.

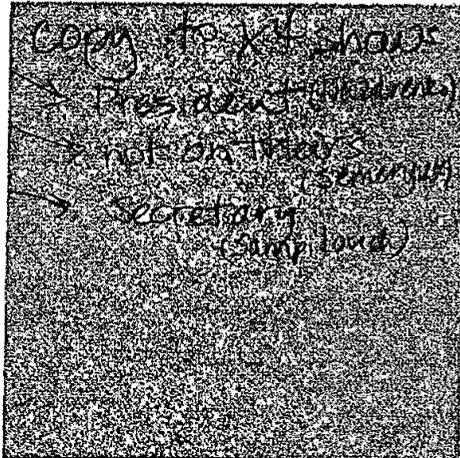
Date:

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which instrument is our act and deed.

Dr. VADIM NAZARENKO, Director

ALEXANDER SEMERYUK, Director

LARISA SAMPILOVICH, Director



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## EXHIBIT A

### INITIAL BOARD MEMBERS

1. DR. VADIM NAZARENKO, PRESIDENT
2. ALEXANDER SEMERYUK, TREASURER
3. LARISA SAMOIOLOVICH, SECRETARY

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**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of LANGUAGE PLUS ACADEMIES OF CALIFORNIA, a California non-profit public benefit corporation; that these bylaws, consisting ( ) pages, are the Bylaws of this Corporation as adopted by the Board of Directors on \_\_\_\_\_ and that these bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, California.

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## **PROPOSED CHARTER SCHOOL CONFLICT OF INTEREST AND ETHICS STATEMENT**

As the employee/volunteer/Board Member of Charter School, I have an obligation to the Organization I serve, to the general public, and to myself to maintain the highest standards of ethical conduct. I will not commit acts contrary to these standards nor will I condone the commission of such acts by others within the organization, I have a responsibility to:

### **CONFIDENTIALITY**

Keep confidential information confidential unless legally obligated to do otherwise.

Refrain from using or appearing to use confidential information acquired in the course of my service for unethical or illegal advantage either personally or through third parties.

### **CONFLICT OF INTEREST**

Avoid direct or indirect, actual or apparent, conflicts of interest and/or advise all appropriate parties of any potential conflict:

- a. A School representative's personal business provides goods or services to Charter School for consideration;
- b. A friend or relative of Charter School representative provides goods or services to School for Consideration;
- c. A vendor or business acquaintance with whom Charter School representative has an outside business relationship provides goods or services to School for consideration.

Refrain from engaging in any activity that would prejudice my ability or the ability of others to carry out duties ethically.

Refuse any gift, favor, or hospitality that would influence or would appear to influence my actions or the actions of others, e.g. school representative receives a referral fee or preferential discount, gift, or other valuable consideration from a vendor, paid promoter, fund-raising event.

### **LEGAL ASSURANCE**

Report any present, past, or future allegations of criminal activities, criminal investigations, arrests and/or convictions involving myself.

### **INTEGRITY**

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Refrain from violating any criminal or civil law or regulation.

Refrain from either actively or passively subverting the attainment of Charter Schools legitimate and ethical objectives.

Refrain from engaging in or supporting any activity that would discredit Charter School.

Perform my duties in accordance with relevant laws, regulations, policies and standards.

Represent the interests of all people served by this organization and not favor special interests inside or outside the organization.

I, \_\_\_\_\_ attest and agree to be bound by the foregoing standards. I have not been party to an unethical or conflicting action that has not been previously disclosed. I also agree to report any potential future conflicts of interest or observed unethical activity of which I have become aware to the appropriate parties. I do not currently have pending against me any criminal proceedings, nor have I been placed under arrest for or been convicted of a criminal offense within the past year.

Signature

Date

## PROPOSED FAMILY CONTRACT

### PROPOSED 2014-2015 CHARTER SCHOOL FAMILY AGREEMENT

As a parents/guardians of \_\_\_\_\_, we recognize and agree that parent involvement is important for the education of our children. We further recognize and agree that our participation is necessary for the successful functioning of the educational program and community.

In signing this Agreement, we agree to the following:

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1. We understand that Charter is the school of our choice and our family is choosing to attend and support Charter School.
2. We agree to support the School philosophy and policies as stated in the following Family Handbook, which we have received and read. We understand that the school may amend the policies as necessary with written notice to the parents/guardians.
3. We will attend quarterly meetings (student-teacher-parent format).
4. We will attend Back to school night and students exhibitions.
5. We will attend the annual general meeting and participate in the election of parent representatives to the Board of Directors.
6. We understand that charter school is small school with limited resources and as such, help from parents/guardians is necessary for the success of our school. We agree to volunteer at least 40 hrs. of our time over the course of the school year (exceptions: disability, serious health problems or financial hardship).
7. We understand there are many tasks that need to be done at our school and we agree to serve in at least one school support position. (The hours we spend in the capacity count towards our 40 hours minimum).
8. We agree to participate in a minimum of three(3) field trips per year as a driver or chaperone (if needed, excl. may apply).
9. We agree to submit TB verification prior to volunteering on campus in order to help maintain a safe and healthy school environment.
10. We understand some school support positions may require the volunteer to be fingerprinted and have a background check made by an agency authorized by the Board. Results of such background checks may, at the discretion of the Principal, be a basis for determining the scope and terms of our participation.
11. We agree to attend a minimum of three(3) parent education meetings during the School year to ensure that we will be effective partners in our child's education at school. This requirement may be satisfied by attending Parent Education meetings at charter school or off-site, with approval of the Principal.
12. We agree to respect the privacy of the school students, parents, and staff, and to abide by the confidentiality policies of the School.

In the event of inappropriate conduct by any of us on campus or during a school-sponsored activity, the Principal has discretion to make an alternative plan for any volunteers participation.

We, the parents/guardians of \_\_\_\_\_ have read, understood, and agree to comply with the terms of the School Family Agreement.

Signature of parent/guardian

Date

Signature of Principal

Date

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**CHARTER SCHOOL S ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing our Charter School annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

**CHARTER SCHOOL S ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES**

STATE PRIORITY #1. The degree to which teachers are appropriately assigned (E.C. p.44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. p.60119), and school facilities are maintained in good repair (E.C. p.17002(d)).

ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
Teachers will be placed in credentialed area of Expertise, according to the Commission on Teacher Credentialing.	The Board and School Principal will review resumes CTC website, and interview prospective teachers according to current Ed. Laws.
Students will have access to standards-aligned materials.	The School will implement a rigorous online curriculum solution.
School facilities will be in sound condition.	Regular facilities inspections (one per month)

STATE PRIORITY #2. Implementation of Common Core State Standards, including how EL students will be

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enabled to gain academic content knowledge and English Language proficiency.

In 2015-2016 fully implement the Common Core State Standards.	Develop and deliver an implementation action plan in the beginning of the first school year.
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Enable EL students to gain academic content Knowledge and English language proficiency.	Develop and deliver an implementation action plan in the beginning of the first school year.
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STATE PRIORITY #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Organize Charter School parent club.	Empower a core group of teachers to establish the Parent club.
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Include parents as part of the WASC process.	Direct the WASC coordinator to include parents actively with the WASC process.
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Market the Charter school website.	Include notification on all correspondence.
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STATE PRIORITY #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments.
- B. The Academic Performance Index(API).
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT.
- E. EL reclassification rate.
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher.

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G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. p.99300) or any subsequent assessment of college preparedness.

Using similar demographic, make typical gains on the aforementioned.	Utilize the tools from the curriculum and assessment solutions to analyze, modify, and deliver personalized programs for students.
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STATE PRIORITY #5. Pupil engagement, as measured by all of the following, as applicable:

- 1.School attendance rates
- 2.Chronic absenteeism rates
- 3.Middle school dropout rates (EC p.52052.1(a)(3))
- 4.High school dropout rates
- 5.High school graduation rates.

Per Independent Study operations, as specified under California Education Code , increase attendance on an annual basis.	Schedule Internal Independent Study audits to ensure documentation is in compliant with attendance accounting procedures.
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Increase middle school and high school graduation rates.	Assign counselor/lead teacher to monitor student academic progress.
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STATE PRIORITY #6. School climate, as measured by all of the following, as applicable:

- a. Pupil suspension rates
- b. Pupil expulsion rates
- c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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WASC goals regarding safety and school connectedness.

WASC goals regarding safety and school connectedness.

STATE PRIORITY #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. p.42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grade 6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.(E.C. p.51210).

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education.(E.C. p.51220(a)-(i)).

All will receive a personalized learning plan that directs their academic course to achieve their goals for the year.

Personalized learning plans, including Master Agreements.

STATE PRIORITY #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Exhibit normative seasonal and annual growth.

Triangulate data from teacher, Assessment solution, and curriculum solution.

## MEASURABLE STUDENT OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

“Pupil outcomes”, as stated in our Charter Petition means the extent to which all students of the Charter demonstrate that they have attained the skills, knowledge and attributes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school,

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as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605 (b)(5)(B).

### MEASURABLE STUDENT OUTCOMES

In keeping with educational philosophy of our school, measurable students outcome goals for all students are:

1 All students will progress towards achieving the new state Common Core standards at a proficient level or above as determined by the State.

2. All students will progress towards achieving at the proficient level as measured by the regularly administered benchmark assessments ( aligned with State content and performance standards).

3. English Learner students will advance one fluency level as measured by local ELD benchmark assessments.

4. All students graduating from the Charter will exhibit the following:

1. Core Academic Skills. Appropriate age or grade-level mastery of:

a. Language Arts

b. Foreign Languages

c. Mathematics

d. History

e. Social Studies

f. Science

g. Fine Arts.

Underlying and utilized throughout each of the above subject areas will be other core skills such as:

CRITICAL THINKING SKILLS

ABILITY TO EFFECTIVELY USE TECHNOLOGY

CREATIVE EXPRESSION THROUGH VARIOUS FORMS OF THE ARTS

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## KNOWLEDGE OF PERTINENT ISSUES OF HEALTH AND THE DEVELOPMENT OF PHYSICAL FITNESS

### CAREER EDUCATION

### Academic Performance Index

Our school shall meet or exceed its Annual API growth target as set by the state, both school-wide and for all significant students subgroups.

The plan for achieving future API growth targets includes the following elements:

1. Fully implement a benchmark assessment program.
2. Utilize English Language Development (ELD) benchmark assessments to monitor fluency.
3. Continue to strengthen standards-based instruction through professional development opportunities.
4. Strengthen instructional strategies that are:
  - a. Differentiated for GATE, English learners, at-risk students etc.
  - b. Sensitive to multiple intelligences.
  - c. Appropriate to standards
5. Continue to identify students for intervention and monitor their progress based upon their achievement on the tests as follows:
  - a. Students who score "far below basic" or "below basic" on any tests are placed in individualized intervention courses at the onset of the new school year, or at time of enrollment, with the goal of advancing at least one performance level by the end of the school year.
  - b. All students will be monitored for progress during the year with individualized intervention plans developed for any newly identified students.
  - c. Using Assessment Report System to identify targeted standards for each student with development of a corresponding personalized learning plan.

### MEASURABLE STUDENT OUTCOMES AND ASSESSMENT TOOLS

Our School exit outcomes align with the school's college preparatory mission as well as to curriculum and assessments. Our school will use a combination – though not necessarily all – of the assessment tools listed as appropriate to the grade level and the specific content to be assessed. In addition to exit outcomes listed below, charter school will develop benchmark skills and specific classroom-level skills.

#### MEASURABLE OUTCOMES

#### ASSESSMENT TOOLS

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Students will achieve proficiency  
In English Language Arts

NEW-CA TESTS SBA, PRE – and POST- DIAGNOSTICS

classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios)

Online Assessment Reporting System

SBA meetings

Students will achieve proficiency  
In Mathematics

SBA

Pre- and post-diagnostics

Classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios)

Aeries/OARS

Test prep. meetings.

Students will achieve proficiency  
In Science

Testing

Pre- and post-diagnostics

Classroom assessments (authentic assessments, publisher tests, teacher-created tests, teacher observation and narratives, checklists of progress, portfolios)

Aeries

SST meetings

Students will achieve proficiency  
In History/ Social Science

TESTING

Pre-and post- diagnostics

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	<p>Classroom assessments (authentic assessments, publisher Tests, teacher-created tests, teacher observation and Narratives, checklists of progress, portfolios).</p> <p>Aeries</p> <p>SST meetings</p>
<p>ELL students will make progress toward fluency in English</p>	<p>CELDT</p> <p>SBA</p> <p>Teacher observation</p> <p>SST meetings</p> <p>Optional parent input</p>
<p>Special Education students will achieve or make progress toward the learning goals in their Individualized Education Plans</p>	<p>IEP progress and review</p> <p>504 progress and review</p> <p>CMA/CAPA</p> <p>Optional parent input</p>
<p>Students will demonstrate global and multicultural awareness and critical thinking skills.</p>	<p>Classroom assessments</p>
<p>Student will demonstrate progress, from Beginner to advanced levels in Foreign Languages</p>	<p>Classroom assessments</p> <p>CFL based standards and benchmarks</p>

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Students will demonstrate awareness of Classroom assessments  
college entrance requirements and the Conferences with college counselors  
suitability of college options to student s  
needs.

Our goals described on the page 1a and 1 aa in the Petition appendix.

Here is a few additions in order to make them current as prescribed by new Educational Laws.

Our school will hold the following goal for academically low achieving students:

Score Basic, Proficient or Advanced on the SBA in Math and ELA within three years of consistent attendance at the School.

Our school will hold the following goals for high achieving students:

Score Advanced on SBA exams in Math and/or ELA.

Demonstrate performance proportionate to abilities on extension activities, as judged in teacher narratives.

A passing score on AP exams.

Charter school will have the following school-wide student performance goals:

95% attendance or higher

95% graduation rate or higher

5% dropout rate or lower

API score above Districts level for the similar type of school

80% participation of students families at open house

80% of families who express satisfaction with the school overall.

Exit outcomes and performance goals may need to be modified over time..

## **OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES**

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing our school outcomes that align with the state priorities and actions to achieve the state priorities, as identified in Element 1 of the Charter.

**CHARTER SCHOOL OUTCOMES TO ACHIEVE STATE PRIORITIES**

**STATE PRIORITY #1. THE DEGREE TO WHICH TEACHERS ARE APPROPRIATELY ASSIGNED (E.C. P 44258.9) AND FULLY CREDENTIALLED, AND EVERY PUPIL HAS SUFFICIENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS (E.C. P.60119), AND SCHOOL FACILITIES ARE MAINTANED IN GOOD REPAIR**

<b>Annual Goals to Achieve</b>	<b>Actions to Achieve</b>	<b>Annual Measurable Outcomes and Methods of Measurement</b>
Teachers will be placed in credentialed area of expertise, according to CCTC	The Board and Principal will review resumes, CTC website, interviews will be conducted according to Law	Staff roster with assignments; Principal/HR
Students will have access to Standards-aligned materials	The school will implement a rigorous online curriculum solution	POs and quantitative data from curriculum solution provider(s).
School facilities will be in sound condition	Facilities inspections (every month)	Scheduling calendars

**STATE PRIORITY #2. IMPLEMENTATION OF COMMON CORE STATE STANDARDS, INCLUDING HOW EL STUDENTS WILL BE ENABLED TO GAIN ACADEMIC CONTENT KNOWLEDGE AND ENGLISH LANGUAGE PROFICIENCY**

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In 2015-1016 fully implement the Common Core State Standards	Develop and deliver an implementation action plan	Updated course catalogue meeting agenda, minutes, action plans.
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Enable EL students to gain academic content knowledge and English Language proficiency.	Develop and deliver an implementation action plan	Updated course catalogue meeting agenda, minutes, action plans
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**STATE PRIORITY #3. PARENTAL INVOLVMENT, INCLUDING EFFORTS TO SEEK PARENT INPUT FOR MAKING DECISIONS FOR SCHOOLS, AND HOW THE SCHOOL WILL PROMOTE PARENT PARTICIPATION.**

Organize Parent Club	Empower a core group of teachers to establish the Parent Club	Schedule meetings; meeting/agenda/minutes/ action plan
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Include parents as part of the WASC process	Direct the WASC coordinator to include parents actively with the WASC process	Invitations to meetings; meeting agenda/minutes/ Logs/action plan
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Market Charter school website	Include notification on all correspondence	Quantitative/Qualitative Data
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**STATE PRIORITY #4. PUPIL ACHIEVEMENT, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:**

A. STATEWIDE ASSESSMENTS.

520.1

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- B. THE ACADEMIC PERFORMANCE INDEX
- C. PERCENTAGE OF PUPILS WHO HAVE SUCCESSFULLY COMPLETED COURSES THAT SATISFY UC/CSU ENTRANCE REQUIREMENTS, OR CAREER TECHNICAL EDUCATION
- D. PERCENTAGE OF ELs WHO MAKE PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY AS MEASURED BY THE CELDT
- E. EL RECLASSIFICATION RATE
- F. PERCENTAGE OF PUPILS WHO HAVE PASSED AN AP EXAM WITH A SCORE OF 3 OR HIGHER
- G. PERCENTAGE OF PUPILS WHO PARTICIPATE IN AND DEMONSTRATE COLLEGE PREPAREDNESS PURSUANT TO THE EARLY ASSESSMENT PROGRAM (E.C. p.99300 et seq.) OR ANY SUBSEQUENT ASSESSMENT OF COLLEGE PREPAREDNESS

Using similar demographic, make typical gains on the aforementioned.	Utilize the tools from the curriculum and assessment solutions to analyze and deliver personalized programs for students.	Evidence of gains/losses, class schedules, PLPs; generated reports from curriculum and assessment solutions.
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STATE PRIORITY #5. PUPIL ENGAGEMENT, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:

- A. SCHOOL ATTENDANCE RATES
- B. CHRONIC ABSENTEEISM RATES
- C. MIDDLE SCHOOL DROPOUT RATES (EC p.52052.1(A)(3))
- D. HIGH SCHOOL DROPOUT RATES
- E. HIGH SCHOOL GRADUATION RATES

Per Independent Study operations as specified under CEC, increase attendance on an annual basis.	Schedule internal Independent Study audits to ensure documentation is in compliant with attendance accounting procedures.	PLP files; internal and external audits
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Increase the Middle school and High school graduation rates .	In concert with ECs, assign counselor/ lead teacher to monitor student academic progress.	Student/counselor or/ principal meetings; appointment calendar, meeting
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notes.

**STATE PRIORITY #6. SCHOOL CLIMATE, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:**

- A. PUPIL SUSPENSION RATES
- B. PUPIL EXPULSION RATES
- C. OTHER LOCAL MEASURES, INCLUDING SURVEYS OF PUPILS, PARENTS, AND TEACHERS ON THE SENSE OF SAFETY AND SCHOOL CONNECTEDNESS

WASC goals regarding safety	WASC action plan regarding safety	WASC action plan regarding safety
and school connectedness .	and school connectedness .	and school connectedness.

**STATE PRIORITY #7. THE EXTENT TO WHICH PUPILS HAVE ACCESS TO, AND ARE ENROLLED IN, A BROAD COURSE OF STUDY, INCLUDING PROGRAMS AND SERVICES DEVELOPED AND PROVIDED TO UNDUPLICATED STUDENTS (CLASSIFIED AS EL, FRPM-ELIGIBLE, OR FOSTER YOUTH; E.C. P.42238.02) AND STUDENTS WITH EXCEPTIONAL NEEDS.**

**"BROAD COURSE OF STUDY" INCLUDES THE FOLLOWING, AS APPLICABLE:**

**GRADES 1-6: ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, PHYSICAL EDUCATION, AND OTHER AS PRESCRIBED BY THE GOVERNING BOARD (E.C. P.51210)**

**GRADES 7-12: ENGLISH, SOCIAL SCIENCES, FOREIGN LANGUAGE(S), PHYSICAL EDUCATION, SCIENCE, MATHEMATICS, VISUAL AND PERFORMING ARTS, APPLIED ARTS, AND CAREER TECHNICAL EDUCATION.**

**(E.C. P.51220(a)-(i)).**

All will receive a personalized learning	Personalized learning plans,	Individualized Master Agree-
plan that directs their academic course	Including Master Agree-	ments; PLP audits
to achieve their goals for the year.	ments.	

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STATE PRIORITY #8. PUPIL OUTCOMES, IF AVAILABLE, IN THE SUBJECT AREAS DESCRIBED ABOVE IN #7, IF APPLICABLE.

Exhibit normative seasonal and annual growth.

Triangulate data from teacher, assessment solution, and curriculum solution.

Quantitative data in the areas of English Language Arts, Mathematics, and Science, curriculum solution results, test results.

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OUR PUPIL OUTCOMES shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school as that is defined in subparagraph (B) or paragraph (3) of subdivision (a) of Section 47607. Our pupil outcomes align with the State priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of program operated by the school: student achievement, student engagement, other student outcomes, school climate, parental involvement, basic services, implementation of CCSS, and course access.

Existing Law defines "pupil outcomes" as "to extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the schools educational program". Under SB 1290, charter petitions will now be required to describe pupil academic achievement outcomes both schoolwide and for all groups of pupils served by charter school. SB 1290 revises Educational Code sections 47605 and 47605.b to specify that "all groups of pupils served by the charter school" means "a numerically significant pupil subgroup" as defined by Educational Code section 52052(a),(3). In particular, section 52052(a)(3) (also recently revised) specifies that a "numerically significant pupil subgroup" is one that meets both of the following criteria:

- 1) The subgroup consists of at least 50 pupils, each of whom has a valid test score ; end
- 2) The subgroup constitutes at least 15% of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100% valid test scores.

For the school with an API score that is based on no fewer than 11 and no more than 90 pupils with valid test scores, numerically significant pupil subgroup shall be defined by the Superintendent, with approval by the State Board. Examples of potentially significant subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners and pupils with disabilities.

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## **NEW CHARTER LEGISLATION AND CHARTER SCHOOL PETITION**

On October, 2, 2013 Governor Jerry Brown signed Assembly Bill 484, which immediately suspends the old tests and funds a trial run this year of the new Smarter Balanced Assessments, which will be taken on computers and are aligned with the new Common Core curriculum.

AB 484 exempts English learners who have been attending school in the United States less than 12 months. All English learners are required to take the Smarter Balanced mathematics assessments. In addition, they are required to take the grade level science assessment (either CST, CAPA or CMA) in grades eight and ten. AB 484 provides LEAs with formative tools and interim assessments for ELA and mathematics. Formative assessment tools are assessment tools and process that are embedded in instruction and used by teachers and students to provide feedback for purposes of adjusting instruction to improve learning. The grade level CST, CAPA and CMA science assessments will continue to be administered in grades eight and ten until new tests aligned with the Next Generation Science Standards, adopted in September, 2013, are implemented .AB 484 has no impact on the CAHSEE requirement . Unless Legislation is introduced and passed changing the existing requirement, LEAs are still required to administer the CAHSEE and it remains a high school graduation requirement. (Ref. to pages 22-23 current Petition).

NEW CHAPTER 47 established a new set of rules, relating to school transparency and accountability. Under the new rules, districts and charters are required to adopt Local Control and Accountability Plans (LCAPs). Chapter 47 requires that charter schools to include in their petition a description of the schools annual goals for all students and for each subgroup of students to be achieved in applicable state priority areas as well as the specific annual actions to achieve this goals. Chapter 47 is STILL WORKING PROGRESS, many provisions that apply to Charter Schools have already been added to Charter Schools Act 47605 (Element A,B,C). (Ref. to appendix pages 3 B and 3 C ,current Petition).

We are aware that LCAP Template will be adopted by SBE on or before March 31,2014 and the evaluation rubric on or before October 1, 2015. LCAP will be developed in accordance to the annually including a budget to implement the actions described in the plan and submitted to, but not approved by authorizer. Charter will engage school community in the plan development and review of the process later. District plans must be adopted by July, 1,2014, it is still unclear as to when charter plans must be approved by school community.

Please also read additional paragraph 2 on the page 14, listed below, required by currently passed Law:

We are attempting to offer the best possible quality of education for every pupil, objectives of our educational program are enabling pupils to become self-motivated, competent, and lifelong learners.

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## DESCRIPTION OF ANNUAL GOALS FOR ALL CHARTER SCHOOL STUDENTS

(PURSUANT TO SECTION 52052)

ALL OUR GOALS ARE RELATED WITH THE EIGHT STATE PRIORITIES:

STUDENT ACHIEVEMENT

STUDENT ENGAGEMENT

OTHER STUDENT OUTCOMES

SCHOOL CLIMATE

PARENTAL INVOLVEMENT

BASIC SERVICES

IMPLEMENTATION OF CCSS

COURSE ACCESS

### GOAL #1. STUDENT SUCCESS.

Support the socio-emotional development, mastery of core academics, and acquisition of 21st Century skills for EACH student (Student support service for ELL students, Special needs students), safety, wellness(soc. disadvantaged population), differentiated learning (for every subgroup of students), Character Education.

1. Kind Campaign for students and staff.
2. Support the implementation of a School wide Safety/Emergency plan.
3. Support teachers to design differentiated lessons.
4. Research programs to improve students success in math., languages and special education goal areas (reading, fluency).

### GOAL#2. CURRICULUM AND INSTRUCTION.

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Provide a comprehensive and aligned instruction program and learning environment for students that integrates 21-st Century learning skills and promotes high levels of achievement (Professional Development, Common Core State Standards, align curriculum, technology, explore foreign languages).

1. Align curriculum in English and Math.
2. Implement New Generation Science Standards.
3. Create Common Core State Standard based lesson plans for all grades.

#### GOAL#3. COMMUNITY CONNECTEDNESS.

Strengthen connections with the Community through improved and regular communication and utilization of resources (communication, parental engagement ,governance leadership, partner with community resources).

- 1 Use a school homepage and special messages to community.
- 2 Increase communication with monthly "Staff Spotlight".
- 3 Teacher awards.
- 4 Increase participation in parent lunch supervision programs.

#### GOAL #4. FINANCIAL SUSTAINABILITY.

Ensure the short and long-term fiscal health through effective budget management.

- 1 Seek grants to enhance the school programs.
- 2 Start fundraising programs.

INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

WE ARE THE TEACHERS WITH VALID CALIFORNIA TEACHING CREDENTIALS MEANINGFULLY

INTERESTED IN TEACHING AT THE INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

Teacher Name	Tammy Gray
Credential(s) Held	Multiple Subject Teaching Credential
Address	[Redacted] Modesto CA
Email Address	[Redacted]
Signature	Tammy Gray
Date	10/22/13
Teacher Name	Jon Blanc
Credential(s) Held	Multiple Subject Teaching
Address	[Redacted] Oakdale CA
Email Address	[Redacted]
Signature	Jon Blanc
Date	10/22/13
Teacher Name	Jang Lee
Credential(s) Held	Multiple Subject Teaching Credential w/CLP
Address	[Redacted]
Email Address	[Redacted]
Signature	Jang Lee
Date	10/22/13

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INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

WE ARE THE TEACHERS WITH VALID CALIFORNIA TEACHING CREDENTIALS MEANINGFULLY  
INTERESTED IN TEACHING AT THE INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

Teacher Name	Richard Radtke
Credential(s) Held	Multiple Subject K-12
Address	[REDACTED] Modesto 95355
Email Address	[REDACTED]
Signature	Richard Radtke
Date	10/7/13
Teacher Name	Kristen Marine
Credential(s) Held	Multiple Subject K-12
Address	[REDACTED] Modesto 95355
Email Address	[REDACTED]
Signature	Kristen Marine
Date	10/16/13
Teacher Name	Jennifer McGrath
Credential(s) Held	Multiple Subject CLAD
Address	[REDACTED] Modesto 95355
Email Address	[REDACTED]
Signature	J McGrath
Date	10/16/13

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INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

WE ARE THE TEACHERS WITH VALID CALIFORNIA TEACHING CREDENTIALS MEANINGFULLY

INTERESTED IN TEACHING AT THE INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

Teacher Name	Machele Crane
Credential(s) Held	Multiple Subject BCLAD
Address	[REDACTED]
Email Address	[REDACTED]
Signature	Machele Crane
Date	10/16/13
Teacher Name	
Credential(s) Held	
Address	
Email Address	
Signature	
Date	
Teacher Name	Dr. Vadim Nazarenko
Credential(s) Held	Foreign Language (Russian), Math
Address	[REDACTED] Pacific Grove, CA
Email Address	[REDACTED]
Signature	[Signature]
Date	11/07/2013

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INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

WE ARE THE TEACHERS WITH VALID CALIFORNIA TEACHING CREDENTIALS MEANINGFULLY

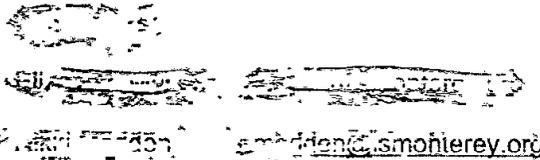
INTERESTED IN TEACHING AT THE INTERNATIONAL SLAVIC SCHOOL OF WEST SACRAMENTO

Teacher Name	Erica Middaugh
Credential(s) Held	Multiple Subject ~ CLAD
Address	[Redacted] Modesto, CA
Email Address	[Redacted] 95364
Signature	Erica Middaugh
Date	10/16/13
Teacher Name	Rick Wilcox
Credential(s) Held	Multiple Subject + CLAD
Address	[Redacted] Ferry, CA
Email Address	[Redacted] 953
Signature	Rick Wilcox
Date	10/17/13
Teacher Name	Karen Ratliff
Credential(s) Held	Multiple subject / Masters in Special Ed. / Long. Dev. Specialist
Address	[Redacted] Modesto, CA
Email Address	Ratliff.k@monet.k12.ca.us
Signature	Karen Ratliff
Date	10/22/13

SAMPLE

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MYP 6<sup>th</sup> / 7<sup>th</sup> / 8<sup>th</sup> Grade Design



**Course Description:**

This year ISM is pleased to add **design** as a new course to our Middle Years Program. All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders will meet twice a week for the entire school year for this course. ISM's design course aspires to "develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment" (*IB Technology Guide, 2006, p. 4*). Students will work with multimedia, formats and materials throughout the first year. The International Baccalaureate Middle Years Program gives this course a framework through which we are able to incorporate the Common Core State Standards.

**MYP Aims:**

The aims of any MYP subject state what the teacher may expect to teach or do and the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience. The aims of the teaching and study of MYP **design** are to encourage and enable students to:

- Develop an appreciation of the significance of technology for life, society and the environment
- Use knowledge, skills and techniques to create products / solutions of appropriate quality
- Develop problem-solving, critical- and creative-thinking skills through the application of the design cycle
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems

P-2

## **MYP 6<sup>th</sup> / 7<sup>th</sup> / 8<sup>th</sup> Grade Objectives:**

### **A Investigate:**

Students identify the problem to be solved

- Consider the problem within a wider context.
- Understand the concept of a design brief and adapt a given design brief to the problem or with guidance, start to develop a design brief.

Students develop the design brief

- Ask useful questions about the investigation.
- With guidance, identify appropriate sources of information and acknowledge these in a suitable format.
- With guidance, use different systematic methods to collect and select information, and to organize it logically.
- Understand the importance of questioning the value of source of information.

Students formulate a design specification

- Understand the concept and importance of the design specification and, with guidance, list the requirements that must be met by the product/solution.
- Understand the importance of testing to determine the success (or otherwise) of the product/solution and, with guidance, design some simple tests.

### **B Design:**

- Generate multiple designs / ideas that meet the design specification
- Identify strengths and weaknesses for each design based on how well it matches the design specifications
- With guidance, select one design

### **C Plan:**

Students use appropriate techniques and equipment

- Use different techniques and equipment, with guidance
- Ensure a safe working environment for themselves and others.

Students follow the plan

- Understand the importance plans and, with guidance, follow the plan to produce the product/solution.
- Understand the importance of monitoring progress and revisiting the plan, and with guidance, making necessary changes.

### **D Create:**

Students use appropriate techniques and equipment

- Use different techniques and equipment, with guidance
- Ensure a safe working environment for themselves and others.

Students follow the plan

- Understand the importance plans and, with guidance, follow the plan to produce the product/solution.
- Understand the importance of monitoring progress and revisiting the plan, and with guidance, making necessary changes.

Students create the product/solution

- Create, with some guidance, a product/solution of appropriate quality.

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**E Evaluate:**

Students evaluate the product/solution

- Carry out or follow tests, with guidance, to compare the product/solution against the design specification.
- Consider the success (and/or failure) of the product/solution based on testing, their own views and the views of the intended user.
- Consider, with guidance, impact of the product/solution on individuals and/or on society.
- Explain, with guidance, how the product/solution could be improved.

Students evaluate their use of the design cycle

- Reflect on their performance at each stage of the design cycle.
- Identify and describe the parts they found easy and the parts that proved difficult. With guidance, suggest ways in which their performance could be improved.

**F Attitudes in Technology:**

- Carry out units of work in technology using materials and techniques safely and responsibly.
- Work effectively as members of a team, collaborating, acknowledging and supporting the views of others.
- Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) with working in technology.

P-5

**Assessment:**

Assessment in the MYP follows a criterion-related approach. All assessment in the MYP is conducted by teachers who rely on professional expertise in making qualitative judgments. This means that students' work must be assessed against defined assessment criteria and not against the work of other students. When assessing student work, teachers read the descriptors outlined in the rubrics looking for the highest achievement level demonstrated by the work.

Before summative assessment tasks are given to students, teachers will clarify the expectations of the task with students by using any of the following:

- Task-specific rubrics
- Oral discussion of the expectations
- A task sheet that explains the expectations

At the end of each trimester students will receive a grade for each of the criteria within that subject. For the 2013 – 2014 school year, all MYP subjects have different criteria and the maximum points for each criterion varies from 6 to 12. Please refer to the chart below to see the criteria for design:

Criteria A	Investigate	Maximum 6
Criteria B	Design	Maximum 6
Criteria C	Plan	Maximum 6
Criteria D	Create	Maximum 6
Criteria E	Evaluate	Maximum 6
Criteria F	Attitudes in Technology	Maximum 6

**Subject Specific Grade Boundaries:**

To determine a student's final grade, teachers assess where each student is most consistently performing with each criterion. Students are given a final criterion grade, not as an average of the trimester, but rather all their assessments from that criterion are used to determine where each student's current knowledge and abilities most consistently fall. A grade for each criterion assessed will be reported to students and parents on trimester report cards.

Teachers then add together all criteria achievement levels for that subject. Teachers use the grade boundaries determined by IB to determine the MYP grade of 1-7 using the "best-fit" approach. The "best-fit" approach allows teachers to use the evidence they have collected along with their professional judgment to select the achievement level that best describes the student's abilities and knowledge overall. Finally, teachers will then convert the MYP grade into a local grade – A-F letter grade using the conversion chart seen here.

Design Technology		
MYP Grade Boundaries	MYP Grade	ISM Conversion
32 - 36	7	A+
27 - 31	6	A
22 - 26	5	B+
16 - 21	4	B
10 - 15	3	C
6 - 9	2	D
0 - 5	1	F

P-6

**Middle Years Program (MYP) Course Outline  
Language B Course Outline  
Spanish Level 1-2**

**I. Brief description of the course that incorporates the following:**

The Language B component of the MYP begins in the 7<sup>th</sup> grade with students being introduced to the foundations of Spanish. Students learn letter sounds, grammar, and basic vocabulary.

In the 8<sup>th</sup> grade, students will spend two semesters of furthering their language development. Students are introduced to using conversational skills, practice appropriate grammatical structures, and begin communicating in Spanish orally and in writing.

The Language B Foundation Assessment Criteria provide the outline of the objectives. The Criteria is used to guide students through a progression in their foundational language skills to prepare them for continuing in Language B.

The development of Language B helps students to make connections and recognize their role in the global community. Students are expected to be risk-takers and learn through trial and error, and be open-minded to learning about new cultures.

**II. Blend of the state, provincial, or local standards (if applicable) with MYP aims and objectives.**

The MYP Language B course objectives align to the Foreign Language Standards. The Spanish course helps students to expand their experiences and develop a global perspective of their community. The aim of the program is to facilitate the ability for students to communicate and learn language skills, which can help them, succeed personally and professionally.

**III. Role of the areas of interaction in your course**

Students are provided with multiple opportunities to interact orally and in writing. Approaches to Learning (AOL) include learning in the following skills areas:

- Language-acquisition
- Note-taking
- Collaboration
- Communication

Additionally, students are expected to achieve a level of performance that demonstrates they are prepared to scaffold their skills at the next level.

**IV. Texts and resources**

The textbook used for 8<sup>th</sup> grade Spanish is "Avancemos". This text is the district-adopted text for the Spanish 1-2 level provided at the 9<sup>th</sup> grade level. The students in 7<sup>th</sup> grade are given activities to help prepare them to learn at the more advanced level of Spanish.

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#### V. Methodology

The methodology and strategies used to instruct in Spanish are varied. In consideration for students who are in need of differentiated methods of learning, there are activities, which incorporate various levels of activities. Students are given listening, speaking, reading, and writing activities. Additionally, they are required to develop their own extension activities, which allow them to incorporate multiple modes of learning, such as artistic, mathematical, visual, and kinesthetic.

Students are given opportunities to create original dialogue as well as impromptu conversations. They are also expected to work individually, with partners, and small groups.

#### VI. Methods of assessment

Students are given traditional oral and written tests. They are assessed based on the district-provided curriculum exams, as well as the Language B criterion. This allows students to demonstrate their learning in multiple ways. Additionally, students are given informal assessments by teacher observation, games, and role-playing.

#### VII. Grading policy including the use of MYP criteria

The grading policy for the class is strictly points-based. Students are given a set of criteria for performance. These criteria (rubrics) are used to grade students on participation, independent work, group participation, and specific language skills. The MYP Language B Foundation Assessment Criteria are used throughout the semesters to monitor student learning and progress.

P-5

**MYP COURSE OUTLINE**

**LEVEL: year 2 and year 3- 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE**

**1. COURSE DESCRIPTION:**

The activities and chances for a successful experience are more plentiful than many high schools. Opportunities provided for each student include the teaching of structured team and individual sports, lifetime activities, and fitness. Basic skills, rules, strategies, and sportsmanship are emphasized. Many opportunities to enhance sensory integration, by the use of movement education are provided. Students will not reach their full intellectual or physical potential unless the senses are properly integrated through specific levels of physical movement. We feel that virtually everyone has some sort of sensory integration area to develop more fully. The responsibility to find, define, and attempt to correct is part of our program. We provide our students with a greater capacity for educational success. Our classes also provide mainstreaming for special education and ELL students.

**PHYSICAL EDUCATION GOALS**

1. Improvement in physical fitness
2. Exposure to a variety of team and individual sports, fitness, and lifetime activities
3. Learning to respect the rights, abilities, and feelings of others
4. Obtaining a basic knowledge of rules and strategies in various activities
5. Improvement of skill, encouraging effort, and participation
6. Promote good health practices and proper hygiene
7. Develop the concept that: We are responsible for our own actions.
8. Promoting an attitude of teamwork and cooperation

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## **8. TOPICS**

**PHYSICAL EDUCATION PROGRAM:** Most units are three weeks long.  
Aerobics, Archery, Australian Football, Badminton, Basketball, Flicker Ball, Fitness, Floor Hockey, Football, Horseshoes, In-Line Skating, Mushball, Over The Line, Recreational Activities, Soccer, Softball, Track and Field, Tennis, Table Tennis, Weight Training, Volleyball, and Volleytennis.

### **Areas of Interaction:**

- A. Approaches to Learning
  - 1. Aerobics
  - 2. Archery
  - 3. Fitness
  - 4. Horseshoes
  - 5. Recreational Activities
  - 6. Table Tennis
  - 7. Weight Training
- B. Community and Service
  - 1. Basketball
  - 2. Fitness
  - 3. Flicker Ball
  - 4. Recreational Activities
  - 5. Table Tennis
  - 6. Track and Field
- C. Homo Faber
  - 1. Aerobics
  - 2. Australian Football
  - 3. Basketball
  - 4. Soccer
  - 5. Volleyball
  - 6. Volleytennis
- D. Environment
  - 1. Archery
  - 2. Badminton
  - 3. Over The Line
  - 4. Recreational Activities
  - 5. Softball
  - 6. Tennis
  - 7. Volleytennis
- E. Health and Social Education
  - 1. Badminton
  - 2. Floor Hockey
  - 3. Horseshoes
  - 4. In-Line Skating
  - 5. Recreational Activities
  - 6. Weight Training

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### **3. TEACHING AND ASSESSMENT**

#### **A. Formative written tests for each subject.**

Students receive a study guide for each unit two weeks before the test. Tests are worth 25 points out of 100. Students have the opportunity to answer an essay question that deals with the unit's guiding question.

#### **B. Summative skills test for each unit**

1. Teacher led skill test worth 15 points out of 100.
2. Self Rubric for skill development and improvement
3. Peer Rubric for skill development and improvement

#### **C. Assessment Criteria**

##### **Criterion A Knowledge and Understanding**

1. Archery
2. Badminton
3. Flicker Ball
4. Floor Hockey
5. Horseshoes
6. Mushball
7. Soccer
8. Weight Training

##### **Criterion B Movement composition**

1. Aerobics
2. Basketball
3. Floor Hockey
4. In-Line Skating
5. Weight Training

##### **Criterion C Performance/Application**

1. Australian Football
2. Basketball
3. Football
4. Soccer
5. Softball
6. Track and Field

##### **Criterion D Social Skills**

1. Aerobics
2. Australian Football
3. Football
4. Horseshoes
5. Over The Line

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6. Recreational Activities
7. Tennis
8. Table Tennis
9. Volleyball
10. Volleytennis

Criterion E Personal Engagement

1. Archery
2. Badminton
3. Horseshoes
4. Recreational Activities
5. Track and Field
6. Table Tennis

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## MYP COURSE OUTLINE

Name of Course: **Advanced Technology** Level: **III-8<sup>th</sup> grade**

**I. Course Description:** The Advanced Technology Course is an exploratory program design to give the students a wide variety of technology skills to prepare students for the future. This course is designed to prepare students to think critically with high level thinking skills, problem solve local, national, and global issues, communicate and respect other cultural differences, adapt with changing technology, act individually and collaboratively, and develop the capacity to be lifelong learners.

**Internationalism:** Technology is the heart of solving problems throughout the world. World issues such as global warming, overpopulation, pollution, and depletion of forest are just a few problems that require strong international relations. Students develop an understanding for solving problems such as international research is required to develop new materials in the International Space Station and curing diseases by mapping out the DNA strand.

Each Technology lab will address the following topics through personal experience and internet research in creating a PowerPoint and iMovie Presentation.

**Slide 1:** Part 1: Describe the process of your lab and how it works.  
Part 2: Describe what you learned from the lab.

**Slide 2:** Describe what problems you encountered and how you solved them.

**Slide 3:** Select one of the following:  
Describe the lab impacts on society or the social significance of the lab. How does this shape our world? How is this program/ lab used in society?

**Slide 4:** How does this technology affect the environment?  
- or how can this program be used in the community?

**Slide 5:** How can this technology be used to solve problems in society?

**Slide 6:** How is this technology used in other cultures?

Students will be required to complete a GenYES project. The project is designed to build student leaders to help teachers create lessons and projects using technology. A GenYES project will help the partner-teacher use technology to improve learning, enhances planning and responsibility and creates applications to real world technology skills.

### Aims and Objectives

**Knowledge:** Know technology terms and how they are used.

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Know technology terms and how they are applied.  
Demonstrate knowledge by using examples, descriptions, and explanations supported by facts.

**Understanding:**

Interpret how technology applications transfer from one area to another.  
Demonstrate how to apply technology to other fields of study.  
Demonstrate how other cultures use technology.  
Predict how technologies will change in the future.  
Understand how technology has shaped our world.  
Understand how technology can be used to solve problems of the world.  
Understand how people can work cooperatively to solve common problems.

**Skills:**

Apply academic knowledge to technology projects.  
Apply investigative skills to solve problems at each lab.  
Apply decision making skills to develop the best solution for projects.  
Use research skills to find new information.  
Apply skills learned at one lab and transfer to another lab.

**Attitudes:**

Communicate prior knowledge to learned outcomes.  
Describe methods of cultural awareness.  
Describe advantages of working with different partners.

**II. Topics:**

3-D Rendering - Creating 3-D objects and characters.  
Animation - Animating graphics and text with sound and special effects.  
City Simulation - Creating a city structure and managing as the mayor.  
Computer Aided Drafting - Architectural drawing of a floor plan.  
Electronics - Constructing various circuits using electronic boards.  
Engineering - Designing a car, testing aerodynamics and road performance.  
Flight Simulator - Reading gauges, taking off, maneuvering, and landing.  
Graphic Illustration - Digitizing and manipulating images.  
Lasers - Conducting laser experiments with lenses, filters, prisms, and sensors.  
Mechanical Systems - Design and test vehicles for speed, power, and motion.  
Magnetic Levitation - Design a levitated vehicle to travel the fastest speed.  
Multimedia - Creating a slide show using special effects.  
Music Composing - Blending several clips to make a new song.

Pneumatics: Controlling air with cylinders, valves, and switches.

Robotics - Programming a robot to perform a specific task.

Stress Testing - Building a bridge and testing for strength and deflection.

Video Productions - Editing movie clips with text, transitions, and music.

Web Design - Creating a home page with links, animations, and information.

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### **III. Teaching and Assessment:**

Criterion A: Students will understand technology terms and concepts by writing what they have learned.

Criterion B: Students will demonstrate what they learned by completing various computer projects and printing them.

Criterion C: Students will work in groups of two, use a variety of problem solving skills, research, and use collaborative decision making skills to develop an appropriate project.

Criterion D: Students will complete one math problem per lab pertaining to the lab, real life experiences, and AIMS test.

Criterion E: For each lab students will complete a PowerPoint presentation describing the process of their lab and how it works, what they learned from the lab, how the lab affects society, how it shapes our world, how it can be used in the community, how the lab can solve problems in society, and how it is used in other cultures.

Criterion F: Students will design and construct physical projects and test them for performance.

Criterion G: Students will design and construct a GenYes project with a partner teacher.

### **IV. Resources: Software:**

Acrobat  
Director MX  
DreamWeaver  
Car Builder-Truck Builder  
Carrara  
Crazy Machines  
Final Cut Pro  
Flash Professional  
Flight Simulator  
Garage Band  
InDesign  
iMovie  
iPhoto  
iTunes  
Lego Control Systems  
MacDraft  
Microsoft Word  
Pages  
PhotoShop

## MYP COURSE OUTLINE

Name of Course: **Technology**

Level: **II-7<sup>th</sup> grade**

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**I. Course Description:** The Level II Technology Course is an exploratory program design to give the students a wide variety of technology skills to prepare students for the future. This course is designed to prepare students to think critically with high level thinking skills, problem solve local, national, and global issues, communicate and respect other cultural differences, adapt with changing technology, act individually and collaboratively, and develop the capacity to be lifelong learners.

**Internationalism:** Technology is the heart of solving problems throughout the world. World issues such as global warming, overpopulation, pollution, and depletion of forest are just a few problems that require strong international relations. Students develop an understanding for solving problems such as international research. They are required to develop new materials in the International Space Station and curing diseases by mapping out the DNA strand.

Each Technology lab will address the following topics through personal experience and internet research. Each student will answer the following questions in a process journal.

**Part 1:** How can this technology be used to solve problems in society?

**Part 2:** How does this technology shape our world?

**Part 3:** How does this technology affect people's daily lives?

**Part 4:** Explain what you did at the lab (Process).

**Part 5:** Describe what problems you encountered and how you solved them.

### **Aims and Objectives**

**Knowledge:** Know technology terms and how they are used.  
Know technology terms and how they are applied.  
Demonstrate knowledge by using examples, descriptions, and explanations supported by facts.

**Understanding:**  
Interpret how technology applications transfer from one area to another.  
Demonstrate how to apply technology to other fields of study.  
Demonstrate how other cultures use technology.  
Predict how technologies will change in the future.  
Understand how technology has shaped our world.

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Understand how technology can be used to solve problems of the world.  
Understand how people can work cooperatively to solve common problems.

**Skills:**

Apply academic knowledge to technology projects.  
Apply investigative skills to solve problems at each lab.  
Apply decision making skills to develop the best solution for projects.  
Use research skills to find new information.  
Apply skills learned at one lab and transfer to another lab.

**Attitudes:**

Communicate prior knowledge to learned outcomes.  
Describe methods of cultural awareness.  
Describe advantages of working with different partners.

**II. Topics**

3-D Rendering- Creating 3-D objects and characters.  
Animation - Animating graphics and text with sound and special effects.  
City Simulation - Creating a city structure and managing as the mayor.  
Computer Aided Drafting - Architectural drawing of a floor plan.  
Electronics - Constructing various circuits using electronic boards.  
Engineering - Designing a car, testing aerodynamics and road performance.  
Flight Simulator - Reading gauges, taking off, maneuvering, and landing.  
Graphic Illustration - Digitizing and manipulating images.  
Lasers - Conducting laser experiments with lenses, filters, prisms, and sensors.  
Mechanical Systems - Design and test vehicles for speed, power, and motion.  
Magnetic Levitation - Design a levitated vehicle to travel the fastest speed.  
Multimedia - Creating a slide show using special effects.  
Controlling air with cylinders, valves, and switches.  
Robotics - Programming a robot to perform a specific task.  
Stress Testing - Building a bridge and testing for strength and deflection.  
Video Productions - Editing movie clips with text, transitions, and music.  
Web Design - Creating a home page with links, animations, and information.

**III. Teaching and Assessment:**

Criterion A: Students will understand technology terms and concepts by writing what they have learned.

Criterion B: Students will demonstrate what they learned by completing various computer projects and printing them.

Criterion C: Students will work in groups of two, use a variety of problem solving skills, research, and use collaborative decision making skills to develop an appropriate project.

Criterion D: Students will complete one math problem per lab pertaining to

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the lab, real life experiences, and AIMS test.

Criterion E: For each lab students will complete a PowerPoint presentation describing the process of their lab and how it works, what they learned from the lab, how the lab affects society, how it shapes our world, how it can be used in the community, how the lab can solve problems in society, and how it is used in other cultures.

Criterion F: Students will design and construct physical projects and test them for performance.

**IV. Resources: Software:**

Acrobat  
Director MX  
DreamWeaver  
Car Builder-Truck Builder  
Carrara  
Crazy Machines  
Flash Professional  
Flight Simulator  
Garage Band  
InDesign  
Lego Control Systems  
MacDraft  
Microsoft Word  
Pages  
PhotoShop  
PowerPoint  
Safari-FireFox  
Scorbase (Robotics) Software  
Sim City

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## **MYP COURSE OUTLINE** **Year 2-Performing Arts**

### **Name of Course: 7<sup>th</sup> Grade Choir**

#### **I. Course Description**

The seventh grade choir class is an introductory course, which explores basic music-knowledge through its application to the medium of vocal music. The class meets daily for approximately 50 minutes Over a nine week period. Students will explore the elements of music and how they are applied in a mixture of music from a variety of historical periods, styles, and genre. A pretest is given at the beginning of the course.

Students participate in sight-reading, rhythm reading, drumming activities, and conducting. The class also develops vocal techniques and learns music terminology. There are weekly quizzes on information presented during the week. The students must create and perform a short rhythm piece that must include at least three of the basic elements of music. The choral literature takes the knowledge learned and applies it.

Written homework is not assigned. Students have a weekly quiz. Grading is based on participation in the class and grades from quizzes. Students are given an opportunity to do makeup work for days missed. Extra credit is given to students who attend a live concert, in which they are not participating, during the quarter. All MYP students must attend a live performance of a vocal group and write a short review

#### **II. Topics**

**Singing a varied repertoire.** Choral pieces are from a variety of historical periods, genres, and styles.

**Basic music theory** The elements of music (Tempo, Dynamics, Beat, Rhythm, Form, Melody, Harmony, Pitch, and Tone Color) are explored and applied to the performance of music literature within the class.

**The Human Voice** Vocal Care, voice Change, and types of voices are explored.

**History** of the music performed as well as a study of the composer. Styles of music in history are explored. The development of American pop music is discussed.

**Singing** in foreign languages. Study of the meaning of the literature within the culture it represents. Universal themes are present.

**Drumming.** Its significance in societies and the application of knowledge of music theory learned to effective performance..

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Working together results in positive outcomes.  
**Conducting** is explored. Discussion of the importance of the leader and his/her affect on a group take place.  
**Sight Singing** is introduced using the Solfege System.

### III. Teaching and Assessment

#### Teaching Methods

Teacher led learning.  
Students involved in performing and evaluating.  
Classroom discussion.  
Video's of life of a composer whose music we are singing.  
Question/Answer by teacher  
Small groups.  
Integrate Technology  
Game Playing  
Demonstration  
Rote  
Visual illustrations

#### Assessment

##### Criterion A: Knowledge and Understanding

Pre and post-test  
Weekly quizzes of knowledge learned that week.  
Rhythm and melodic dictation

##### Criterion B: Application

Creating a Thinking Map  
Singing/Performing music literature (application of knowledge)  
Creating a short original percussion piece incorporating the elements of music. There must be at least three elements of music included.  
When given new music literature looking over and applying the knowledge learned to a new piece.

##### Criterion C: Reflection and Evaluation

Keeping a developmental workbook

#### Areas of Interaction

##### Approaches to Learning

Basic skills acquired which can be applied to other learning situations.

##### Human Ingenuity

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Develop opportunities for students to appreciate the human capacity to create and improve the quality of life.

#### IV. Resources

##### Materials

1. There is no textbook. The course content is designed to address and meet the State Guidelines for Choir and the MYP criteria.
2. A variety of choral literature is sung.
3. Drumming activities are taken from:
  1. "D.R.U.M. Discipline, Respect, Unity Through Music" by Jim Solomon
  2. "CONGA TOWN" by Jim Solomon.
  3. "World Music Drumming" by Will Schmidt.
  4. "World Music Drumming New Ensembles & Songs" by Will Schmidt
4. "Choral Warmup Collection" by Sally Albrecht.
5. "Sing At First Sight" by Andy Beck, Karen Farnum Srumani & Brian Lewis.
6. "Teaching the Elementary Chorus" by Linda Swears.

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**Vista Verde Middle School  
MYP Geometry Level 4 (Grade 8)  
Course Outline**

**I. Course Description**

**A. Focus and Purpose**

This honors course includes the study of formal geometric proofs, polygons, circles, coordinate geometry, solution of right triangle trigonometry problems, Euclidean transformations, and mathematical structure and logic. The course content is designed to address in part the requirements of the State outlined in the State Mathematics Standard and as assessed by the AIMS testing program. This honors course is intended for the student of high mathematical ability and interest.

**B. Intercultural Awareness**

Mathematical intercultural awareness is a concept that is developed with continual inquiry, reflection, and evaluation. Students are encouraged to use relevant knowledge and skills to make sense of new situations based on current world events. Knowledge, judgment, and comprehension of the scientific method, various mathematical processes, data interpretation, and ethical decision making is stressed throughout the development of this concept.

**C. Aims and Objectives**

The aims and objectives for the MYP mathematics are to enable student to:

- Develop a positive attitude toward the continued learning of mathematics
- Appreciate the usefulness, power and beauty of mathematics, and recognize its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of mathematics and its varied cultural and historical perspectives
- Gain knowledge and develop understanding of mathematical concepts
- Develop mathematical skills and apply them
- Develop the ability to communicate mathematics with appropriate symbols and language
- Develop the ability to reflect upon and evaluate the significance of their work and the work of others
- Develop patience and persistence when solving problems
- Develop and apply information and communication technology skills in the study of mathematics

**II. Topics**

- i. Discovering Points, Lines, Planes, and Angles
- ii. Connecting Reasoning and Proofs
- iii. Using Perpendicular and Parallel Lines
- iv. Identifying Congruent Triangles
- v. Applying Congruent Triangles
- vi. Exploring Quadrilaterals
- vii. Connecting Proportion and Similarity
- viii. Applying Right Triangles and Trigonometry
- ix. Analyzing Circles
- x. Exploring Polygons and Area
- xi. Investigating Surface Area and Volume
- xii. Continuing Coordinate Geometry
- xiii. Investigating Loci and Coordinate

**III. Teaching and Assessment**

**A. Teaching**

Teaching methods vary greatly because of the required standards. The dominant methods include cooperative learning, small and large group discussions, direct instruction, modeling, and manipulative.

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## MYP COURSE OUTLINE

Name of Course: **Advanced Technology** Level: **III-8<sup>th</sup> grade**

**I. Course Description:** The Advanced Technology Course is an exploratory program design to give the students a wide variety of technology skills to prepare students for the future. This course is designed to prepare students to think critically with high level thinking skills, problem solve local, national, and global issues, communicate and respect other cultural differences, adapt with changing technology, act individually and collaboratively, and develop the capacity to be lifelong learners.

**Internationalism:** Technology is the heart of solving problems throughout the world. World issues such as global warming, overpopulation, pollution, and depletion of forest are just a few problems that require strong international relations. Students develop an understanding for solving problems such as international research is required to develop new materials in the International Space Station and curing diseases by mapping out the DNA strand.

Each Technology lab will address the following topics through personal experience and internet research in creating a PowerPoint and iMovie Presentation.

**Slide 1:** Part 1: Describe the process of your lab and how it works.  
Part 2: Describe what you learned from the lab.

**Slide 2:** Describe what problems you encountered and how you solved them.

**Slide 3:** Select one of the following:  
Describe the lab impacts on society or the social significance of the lab. How does this shape our world? How is this program/ lab used in society?

**Slide 4:** How does this technology affect the environment?  
- or how can this program be used in the community?

**Slide 5:** How can this technology be used to solve problems in society?

**Slide 6:** How is this technology used in other cultures?

Students will be required to complete a GenYES project. The project is designed to build student leaders to help teachers create lessons and projects using technology. A GenYES project will help the partner-teacher use technology to improve learning, enhances planning and responsibility and creates applications to real world technology skills.

### Aims and Objectives

**Knowledge:** Know technology terms and how they are used.

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Know technology terms and how they are applied.  
Demonstrate knowledge by using examples, descriptions, and explanations supported by facts.

**Understanding:**

Interpret how technology applications transfer from one area to another.  
Demonstrate how to apply technology to other fields of study.  
Demonstrate how other cultures use technology.  
Predict how technologies will change in the future.  
Understand how technology has shaped our world.  
Understand how technology can be used to solve problems of the world.  
Understand how people can work cooperatively to solve common problems.

**Skills:**

Apply academic knowledge to technology projects.  
Apply investigative skills to solve problems at each lab.  
Apply decision making skills to develop the best solution for projects.  
Use research skills to find new information.  
Apply skills learned at one lab and transfer to another lab.

**Attitudes:**

Communicate prior knowledge to learned outcomes.  
Describe methods of cultural awareness.  
Describe advantages of working with different partners.

**II. Topics:**

3-D Rendering - Creating 3-D objects and characters.  
Animation - Animating graphics and text with sound and special effects.  
City Simulation - Creating a city structure and managing as the mayor.  
Computer Aided Drafting - Architectural drawing of a floor plan.  
Electronics - Constructing various circuits using electronic boards.  
Engineering - Designing a car, testing aerodynamics and road performance.  
Flight Simulator - Reading gauges, taking off, maneuvering, and landing.  
Graphic Illustration - Digitizing and manipulating images.  
Lasers - Conducting laser experiments with lenses, filters, prisms, and sensors.  
Mechanical Systems - Design and test vehicles for speed, power, and motion.  
Magnetic Levitation - Design a levitated vehicle to travel the fastest speed.  
Multimedia - Creating a slide show using special effects.  
Music Composing - Blending several clips to make a new song.

Pneumatics: Controlling air with cylinders, valves, and switches.

Robotics - Programming a robot to perform a specific task.

Stress Testing - Building a bridge and testing for strength and deflection.

Video Productions - Editing movie clips with text, transitions, and music.

Web Design - Creating a home page with links, animations, and information.

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### **III. Teaching and Assessment:**

Criterion A: Students will understand technology terms and concepts by writing what they have learned.

Criterion B: Students will demonstrate what they learned by completing various computer projects and printing them.

Criterion C: Students will work in groups of two, use a variety of problem solving skills, research, and use collaborative decision making skills to develop an appropriate project.

Criterion D: Students will complete one math problem per lab pertaining to the lab, real life experiences, and AIMS test.

Criterion E: For each lab students will complete a PowerPoint presentation describing the process of their lab and how it works, what they learned from the lab, how the lab affects society, how it shapes our world, how it can be used in the community, how the lab can solve problems in society, and how it is used in other cultures.

Criterion F: Students will design and construct physical projects and test them for performance.

Criterion G: Students will design and construct a GenYes project with a partner teacher.

### **IV. Resources: Software:**

Acrobat  
Director MX  
DreamWeaver  
Car Builder-Truck Builder  
Carrara  
Crazy Machines  
Final Cut Pro  
Flash Professional  
Flight Simulator  
Garage Band  
InDesign  
iMovie  
iPhoto  
iTunes  
Lego Control Systems  
MacDraft  
Microsoft Word  
Pages  
PhotoShop

## MYP COURSE OUTLINE

Name of Course: **Technology**

Level: **II-7<sup>th</sup> grade**

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**I. Course Description:** The Level II Technology Course is an exploratory program design to give the students a wide variety of technology skills to prepare students for the future. This course is designed to prepare students to think critically with high level thinking skills, problem solve local, national, and global issues, communicate and respect other cultural differences, adapt with changing technology, act individually and collaboratively, and develop the capacity to be lifelong learners.

**Internationalism:** Technology is the heart of solving problems throughout the world. World issues such as global warming, overpopulation, pollution, and depletion of forest are just a few problems that require strong international relations. Students develop an understanding for solving problems such as international research. They are required to develop new materials in the International Space Station and curing diseases by mapping out the DNA strand.

Each Technology lab will address the following topics through personal experience and internet research. Each student will answer the following questions in a process journal.

**Part 1:** How can this technology be used to solve problems in society?

**Part 2:** How does this technology shape our world?

**Part 3:** How does this technology affect people's daily lives?

**Part 4:** Explain what you did at the lab (Process).

**Part 5:** Describe what problems you encountered and how you solved them.

### Aims and Objectives

**Knowledge:** Know technology terms and how they are used.  
Know technology terms and how they are applied.  
Demonstrate knowledge by using examples, descriptions, and explanations supported by facts.

**Understanding:**  
Interpret how technology applications transfer from one area to another.  
Demonstrate how to apply technology to other fields of study.  
Demonstrate how other cultures use technology.  
Predict how technologies will change in the future.  
Understand how technology has shaped our world.

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Understand how technology can be used to solve problems of the world.  
Understand how people can work cooperatively to solve common problems.

**Skills:**

Apply academic knowledge to technology projects.  
Apply investigative skills to solve problems at each lab.  
Apply decision making skills to develop the best solution for projects.  
Use research skills to find new information.  
Apply skills learned at one lab and transfer to another lab.

**Attitudes:**

Communicate prior knowledge to learned outcomes.  
Describe methods of cultural awareness.  
Describe advantages of working with different partners.

**II. Topics**

3-D Rendering- Creating 3-D objects and characters.  
Animation - Animating graphics and text with sound and special effects.  
City Simulation - Creating a city structure and managing as the mayor.  
Computer Aided Drafting - Architectural drawing of a floor plan.  
Electronics - Constructing various circuits using electronic boards.  
Engineering - Designing a car, testing aerodynamics and road performance.  
Flight Simulator - Reading gauges, taking off, maneuvering, and landing.  
Graphic Illustration - Digitizing and manipulating images.  
Lasers - Conducting laser experiments with lenses, filters, prisms, and sensors.  
Mechanical Systems - Design and test vehicles for speed, power, and motion.  
Magnetic Levitation - Design a levitated vehicle to travel the fastest speed.  
Multimedia - Creating a slide show using special effects.  
Controlling air with cylinders, valves, and switches.  
Robotics - Programming a robot to perform a specific task.  
Stress Testing - Building a bridge and testing for strength and deflection.  
Video Productions - Editing movie clips with text, transitions, and music.  
Web Design - Creating a home page with links, animations, and information.

**III. Teaching and Assessment:**

Criterion A: Students will understand technology terms and concepts by writing what they have learned.

Criterion B: Students will demonstrate what they learned by completing various computer projects and printing them.

Criterion C: Students will work in groups of two, use a variety of problem solving skills, research, and use collaborative decision making skills to develop an appropriate project.

Criterion D: Students will complete one math problem per lab pertaining to

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the lab, real life experiences, and AIMS test.

Criterion E: For each lab students will complete a PowerPoint presentation describing the process of their lab and how it works, what they learned from the lab, how the lab affects society, how it shapes our world, how it can be used in the community, how the lab can solve problems in society, and how it is used in other cultures.

Criterion F: Students will design and construct physical projects and test them for performance.

**IV. Resources: Software:**

Acrobat  
Director MX  
DreamWeaver  
Car Builder-Truck Builder  
Carrara  
Crazy Machines  
Flash Professional  
Flight Simulator  
Garage Band  
InDesign  
Lego Control Systems  
MacDraft  
Microsoft Word  
Pages  
PhotoShop  
PowerPoint  
Safari-FireFox  
Scorbase (Robotics) Software  
Sim City

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## **MYP COURSE OUTLINE Year 2-Performing Arts**

### **Name of Course: 7<sup>th</sup> Grade Choir**

#### **I. Course Description**

The seventh grade choir class is an introductory course, which explores basic music-knowledge through its application to the medium of vocal music. The class meets daily for approximately 50 minutes Over a nine week period. Students will explore the elements of music and how they are applied in a mixture of music from a variety of historical periods, styles, and genre. A pretest is given at the beginning of the course.

Students participate in sight-reading, rhythm reading, drumming activities, and conducting. The class also develops vocal techniques and learns music terminology. There are weekly quizzes on information presented during the week. The students must create and perform a short rhythm piece that must include at least three of the basic elements of music. The choral literature takes the knowledge learned and applies it.

Written homework is not assigned. Students have a weekly quiz. Grading is based on participation in the class and grades from quizzes. Students are given an opportunity to do makeup work for days missed. Extra credit is given to students who attend a live concert, in which they are not participating, during the quarter. All MYP students must attend a live performance of a vocal group and write a short review

#### **II. Topics**

**Singing a varied repertoire.** Choral pieces are from a variety of historical periods, genres, and styles.

**Basic music theory** The elements of music (Tempo, Dynamics, Beat, Rhythm, Form, Melody, Harmony, Pitch, and Tone Color) are explored and applied to the performance of music literature within the class.

**The Human Voice** Vocal Care, voice Change, and types of voices are explored.

**History** of the music performed as well as a study of the composer. Styles of music in history are explored. The development of American pop music is discussed.

**Singing** in foreign languages. Study of the meaning of the literature within the culture it represents. Universal themes are present.

**Drumming.** Its significance in societies and the application of knowledge of music theory learned to effective performance..

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Working together results in positive outcomes.  
**Conducting** is explored. Discussion of the importance of the leader and his/her affect on a group take place.  
**Sight Singing** is introduced using the Solfege System.

### III. Teaching and Assessment

#### Teaching Methods

Teacher led learning.  
Students involved in performing and evaluating.  
Classroom discussion.  
Video's of life of a composer whose music we are singing.  
Question/Answer by teacher  
Small groups.  
Integrate Technology  
Game Playing  
Demonstration  
Rote  
Visual illustrations

#### Assessment

##### Criterion A: Knowledge and Understanding

Pre and post-test  
Weekly quizzes of knowledge learned that week.  
Rhythm and melodic dictation

##### Criterion B: Application

Creating a Thinking Map  
Singing/Performing music literature (application of knowledge)  
Creating a short original percussion piece incorporating the elements of music. There must be at least three elements of music included.  
When given new music literature looking over and applying the knowledge learned to a new piece.

##### Criterion C: Reflection and Evaluation

Keeping a developmental workbook

#### Areas of Interaction

##### Approaches to Learning

Basic skills acquired which can be applied to other learning situations.

##### Human Ingenuity

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Develop opportunities for students to appreciate the human capacity to create and improve the quality of life.

#### IV. Resources

##### Materials

1. There is no textbook. The course content is designed to address and meet the State Guidelines for Choir and the MYP criteria.
2. A variety of choral literature is sung.
3. Drumming activities are taken from:
  1. "D.R.U.M. Discipline, Respect, Unity Through Music" by Jim Solomon
  2. "CONGA TOWN" by Jim Solomon.
  3. "World Music Drumming" by Will Schmidt.
  4. "World Music Drumming New Ensembles & Songs" by Will Schmidt
4. "Choral Warmup Collection" by Sally Albrecht.
5. "Sing At First Sight" by Andy Beck, Karen Farnum Srumani & Brian Lewis.
6. "Teaching the Elementary Chorus" by Linda Swears.

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**Vista Verde Middle School  
MYP Geometry Level 4 (Grade 8)  
Course Outline**

**I. Course Description**

**A. Focus and Purpose**

This honors course includes the study of formal geometric proofs, polygons, circles, coordinate geometry, solution of right triangle trigonometry problems, Euclidean transformations, and mathematical structure and logic. The course content is designed to address in part the requirements of the State outlined in the State Mathematics Standard and as assessed by the AIMS testing program. This honors course is intended for the student of high mathematical ability and interest.

**B. Intercultural Awareness**

Mathematical intercultural awareness is a concept that is developed with continual inquiry, reflection, and evaluation. Students are encouraged to use relevant knowledge and skills to make sense of new situations based on current world events. Knowledge, judgment, and comprehension of the scientific method, various mathematical processes, data interpretation, and ethical decision making is stressed throughout the development of this concept.

**C. Aims and Objectives**

The aims and objectives for the MYP mathematics are to enable student to:

- Develop a positive attitude toward the continued learning of mathematics
- Appreciate the usefulness, power and beauty of mathematics, and recognize its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of mathematics and its varied cultural and historical perspectives
- Gain knowledge and develop understanding of mathematical concepts
- Develop mathematical skills and apply them
- Develop the ability to communicate mathematics with appropriate symbols and language
- Develop the ability to reflect upon and evaluate the significance of their work and the work of others
- Develop patience and persistence when solving problems
- Develop and apply information and communication technology skills in the study of mathematics

**II. Topics**

- i. Discovering Points, Lines, Planes, and Angles
- ii. Connecting Reasoning and Proofs
- iii. Using Perpendicular and Parallel Lines
- iv. Identifying Congruent Triangles
- v. Applying Congruent Triangles
- vi. Exploring Quadrilaterals
- vii. Connecting Proportion and Similarity
- viii. Applying Right Triangles and Trigonometry
- ix. Analyzing Circles
- x. Exploring Polygons and Area
- xi. Investigating Surface Area and Volume
- xii. Continuing Coordinate Geometry
- xiii. Investigating Loci and Coordinate

**III. Teaching and Assessment**

**A. Teaching**

Teaching methods vary greatly because of the required standards. The dominant methods include cooperative learning, small and large group discussions, direct instruction, modeling, and manipulative.

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**B. Assessment**

Continuous assessment will be given to identify strengths and weaknesses of students learning progress. Formative and summative assessments will be employed. Assessment tasks and activities will include projects, exhibitions, oral presentations, performances and demonstrations, written papers, oral contributions to discussions, end-of-unit tests, and self- and peer- evaluation. Students will be encouraged to discover new information and develop study skills as they work on projects and assignments within each unit of study.

1. Criterion A - The student demonstrates a thorough knowledge and a comprehensive understanding of the subject, and is able to make deductions with insight in unfamiliar situations. They would shift confidently between the various forms of representation.
2. Criterion B - The student recognizes patterns and structures, describes the relationship (rules), draws conclusions and provides justifications. The student applies problem-solving techniques (including technology) when appropriate.
3. Criterion C - The student uses an array of mathematical language and symbols to effectively explain solutions to problems. The student selects appropriate technology to clearly present mathematical information logically.
4. Criterion D - The student presents a concise justification for the mathematical methods and processes utilized to explain their findings. The student would consider an array of approaches, thus providing a thorough and reliable evaluation

**IV. Resources**

**A. Textbooks**

*McDougal Littell/Houghton Mifflin: Geometry for Enjoyment and Challenge*

**B. Software:**

Smart Board Technology  
Microsoft Office (Word, Excel, and PowerPoint)  
Study Island  
Various programs/activities in our math computer lab

**C. Resource Materials**

Enrichment, Practice, and Study Worksheets  
Internet  
Local and National Newspapers and News Magazines  
Various movie and TV recordings

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**MYP Algebra Level 3 (Grade 8)  
Course Outline**

**I. Course Description:**

**A. Focus and Purpose**

This Algebra program includes the improvement of student skills in the areas of speaking, reading and writing various mathematical concepts and processes. The speaking component includes communicating strategies and mathematical awareness to others. Students will conduct Socratic Seminars to help facilitate the use and understanding of mathematical terminology and critical thinking skills. Student presentations will be utilized to demonstrate various strategies for problem solving.

**B. Intercultural Awareness**

Mathematical intercultural awareness might include various investigations of mathematical biographies, poems, magazines, and newspaper articles. The works chosen are from different parts of the world and written by male and female authors of various nationalities and mathematical abilities. Students will investigate the mathematical connection to other disciplines and the contributions from various cultures and people. Situations would relate to current events—intercultural awareness and internationalism.

**C. Aims and Objectives**

The aims and objectives for the MYP mathematics are to enable student to:

- Develop a positive attitude toward the continued learning of mathematics
- Appreciate the usefulness, power and beauty of mathematics, and recognize its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of mathematics and its varied cultural and historical perspectives
- Gain knowledge and develop understanding of mathematical concepts
- Develop mathematical skills and apply them
- Develop the ability to communicate mathematics with appropriate symbols and language
- Develop the ability to reflect upon and evaluate the significance of their work and the work of others
- Develop patience and persistence when solving problems
- Develop and apply information and communication technology skills in the study of mathematics

**II. Topics**

1. Expressions and equations – language of algebra, real numbers, and linear equations
2. Linear functions – graphing functions, analyzing/solving linear equations, analyzing/solving inequalities, and solving systems of linear equations/inequalities
3. Polynomial and nonlinear functions – polynomials, factoring, and quadratic and exponential functions
4. Radical and rational functions – radical expressions and triangles, and rational expressions and equations
5. The standards as required by the state
  - Number sense and operations
  - Data analysis, probability and discrete math
  - Patterns, algebra, and functions
  - Geometry and measurement
  - Discrete Mathematics and logic

**III. Teaching and Assessment**

**A. Teaching**

Teaching methods vary greatly because of the required standards. The dominant methods include cooperative learning, small and large group discussions, direct instruction, modeling, and manipulative.

**1. Areas of Interaction**

- Environment - The students are challenged to accept responsibility for maintaining and improving a natural world for our present and future generations. From their own investigations and those of others, students may examine the environmental impact of

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particular situations through mathematical research and data analysis.

- Human Ingenuity - The students appreciate the human capacity to invent, create, transform and improve the quality of life by studying mathematicians, the contributions, and their diverse cultural backgrounds. Students may create a portfolio of their math poetry, math stories, inventions, research, and art projects.
- Health and Social Education - The students are encouraged to have a respect for the body and mind, this in turn enables the individual to make responsible and informed choices.
- Approaches to Learning - The students will be given the opportunity to develop mathematical skills, organize their work effectively and use a variety of media, including technology. The students will work independently or cooperatively to collect, collate and present data.
- Community Service - The students are helped to look beyond the classroom and are encouraged to become responsible and caring through community service. Participation in the local setting and the broader world is encouraged. Activities could include: finding a need, analyzing the data, making a change and then recording the results. Tutoring peers or younger students would also help our students become more aware of the educational needs within our community.
- Creating mathematical storybooks incorporating world languages (English and Spanish), to be utilized with younger students in our feeder schools.

#### B. Assessment

Continuous assessment will be given to identify strengths and weaknesses of students learning progress. Formative and summative assessments will be employed. Assessment tasks and activities will include projects, exhibitions, oral presentations, performances and demonstrations, written papers, oral contributions to discussions, end-of-unit tests, and self- and peer- evaluation. Students will be encouraged to discover new information and develop study skills as they work on projects and assignments within each unit of study.

1. Criterion A - The student demonstrates a thorough knowledge and a comprehensive understanding of the subject, and is able to make deductions with insight in unfamiliar situations. They would shift confidently between the various forms of representation.
2. Criterion B - The student recognizes patterns and structures, describes the relationship (rules), draws conclusions and provides justifications. The student applies problem-solving techniques (including technology) when appropriate.
3. Criterion C - The student uses an array of mathematical language and symbols to effectively explain solutions to problems. The student selects appropriate technology to clearly present mathematical information logically.
4. Criterion D - The student presents a concise justification for the mathematical methods and processes utilized to explain their findings. The student would consider an array of approaches, thus providing a thorough and reliable evaluation

#### IV. Resources

##### A. Textbook

*Algebra 1 Glencoe Mathematics © 2003*

##### B. Software

Smart Board Technology  
Microsoft Office (Word, Excel, and PowerPoint)  
Study Island  
Various programs/activities in our math computer lab

##### C. Resource Materials

Enrichment, Practice, and Study Worksheets  
Internet  
Local and National Newspapers and News Magazines  
Various movie and TV recordings

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## MYP Pre-Algebra Level 2 (Grade 7) Course Outline

### I. Course Description:

#### A. Focus and Purpose

This Pre-Algebra program includes the improvement of student skills in the areas of speaking, reading and writing various mathematical concepts and processes in preparation for Algebra 1. The speaking component includes communicating strategies and mathematical awareness to others. Students will conduct Socratic Seminars to help facilitate the use and understanding of mathematical terminology and critical thinking skills. Student presentations will be utilized to demonstrate various strategies for problem solving.

#### B. Intercultural Awareness

Mathematical intercultural awareness might include various investigations of mathematical biographies, poems, magazines, and newspaper articles. The works chosen are from different parts of the world and written by male and female authors of various nationalities and mathematical abilities. Students will investigate the mathematical connection to other disciplines and the contributions from various cultures and people. Situations would relate to current events—intercultural awareness and internationalism.

#### C. Aims and Objectives

The aims and objectives for the MYP mathematics are to enable student to:

- Develop a positive attitude toward the continued learning of mathematics
- Appreciate the usefulness, power and beauty of mathematics, and recognize its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of mathematics and its varied cultural and historical perspectives
- Gain knowledge and develop understanding of mathematical concepts
- Develop mathematical skills and apply them
- Develop the ability to communicate mathematics with appropriate symbols and language
- Develop the ability to reflect upon and evaluate the significance of their work and the work of others
- Develop patience and persistence when solving problems
- Develop and apply information and communication technology skills in the study of mathematics

### II. Topics

1. The standards as required by the state
  - Number sense and operations
  - Data analysis, probability and discrete math
  - Patterns, algebra, and functions – language of algebra, real numbers, and linear equations
  - Geometry and measurement
  - Discrete Mathematics and logic

### III. Teaching and Assessment

#### A. Teaching

Teaching methods vary greatly because of the required standards. The dominant methods include cooperative learning, small and large group discussions, direct instruction, modeling, and manipulative.

#### 1. Areas of Interaction

- Environment - The students are challenged to accept responsibility for maintaining and improving a natural world for our present and future generations. From their own investigations and those of others, students may examine the environmental impact of particular situations through mathematical research and data analysis.
- Human Ingenuity - The students appreciate the human capacity to invent, create, transform and improve the quality of life by studying mathematicians, the contributions, and their diverse cultural backgrounds. Students may create a portfolio of their math poetry, math stories, inventions, research, and art projects.
- Health and Social Education - The students are encouraged to have a respect for the body and mind, this in turn enables the individual to make responsible and informed choices.

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- Approaches to Learning - The students will be given the opportunity to develop mathematical skills, organize their work effectively and use a variety of media, including technology. The students will work independently or cooperatively to collect, collate and present data.
- Community Service - The students are helped to look beyond the classroom and are encouraged to become responsible and caring through community service. Participation in the local setting and the broader world is encouraged. Activities could include: finding a need, analyzing the data, making a change and then recording the results. Tutoring peers or younger students would also help our students become more aware of the educational needs within our community.
- Creating mathematical storybooks incorporating world languages (English and Spanish), to be utilized with younger students in our feeder schools.

#### B. Assessment

Continuous assessment will be given to identify strengths and weaknesses of students learning progress. Formative and summative assessments will be employed. Assessment tasks and activities will include projects, exhibitions, oral presentations, performances and demonstrations, written papers, oral contributions to discussions, end-of-unit tests, and self- and peer- evaluation. Students will be encouraged to discover new information and develop study skills as they work on projects and assignments within each unit of study.

1. Criterion A - The student demonstrates a thorough knowledge and a comprehensive understanding of the subject, and is able to make deductions with insight in unfamiliar situations. They would shift confidently between the various forms of representation.
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3. Criterion C - The student uses an array of mathematical language and symbols to effectively explain solutions to problems. The student selects appropriate technology to clearly present mathematical information logically.
4. Criterion D - The student presents a concise justification for the mathematical methods and processes utilized to explain their findings. The student would consider an array of approaches, thus providing a thorough and reliable evaluation

#### IV. Resources

##### A. Textbook

*Pre-Algebra Glencoe Mathematics © 2001*

##### B. Software

Smart Board Technology  
Microsoft Office (Word, Excel, and PowerPoint)  
Study Island  
Various programs/activities in our math computer lab

##### C. Resource Materials

Enrichment, Practice, and Study Worksheets  
Internet  
Local and National Newspapers and News Magazines  
Various movie and TV recordings

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MYP Course Outline  
Humanities Level: 8<sup>th</sup> grade

### **I. Course Description:**

In order to maintain the Union that supports our freedoms, citizens must use their knowledge, skills and character to actively participate and activity elect public officials. It is critical to the preservation and improvement of America's republican form of government that students learn and become intimately familiar with the principles that founded this country: The declaration of independence, the federalist papers, the Constitution and the people who wrote it and the ideas that influenced them. The curriculum requires that students acquire both core knowledge and a firm grasp of reasoning, inquiry and research. This course will present the academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to the understanding of human experience, past and present. The Inter-relatedness of the world is a major focus of this course. During the course, students concentrate on the global impacts of historical events. It becomes clear to the students that every event has political, economic, geographic and environmental impacts. Cultural diversity and understanding plays an important role in the students understanding of events. Case studies, primary resources and readings, as well as, presentations are all major components of learning about global connectedness.

### **Topics:**

Citizenship  
Declaration of Independence  
Articles of Confederation  
The constitution  
Bill of Rights  
Forms of Government  
Branches of Government  
World War II  
The Cold War  
The Korean War  
The Civil Rights Movement  
The Vietnam War  
Contemporary united States  
Geography  
Economics

The curriculum at this grade level is all about world events. Everything that is happening during the creation of the United States and its system of government is impacted by and impacts the larger world. During the discussion of all topics it will be a focus of the class to show how the topic being studied relates to the world, enforcing the idea of a globe with no boundaries.

### **III. Integration of Areas of Interaction**

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The areas of interaction will be incorporated into all topics. The *environment* is impacted by everything we as a species do. This idea will be incorporated into discussions because it must be a criterion we use when making decisions. All of the topics covered have had an impact on the environment be it locally or globally.

**Human Ingenuity**- students are required to investigate the systems humans have developed, understating their influences, creative process and their outcomes.

**Health and social education**- will be seen in the choices and consequences made by the founders of our country. Students will also see the development of society around the world as we look at world events and changing political conditions throughout the world.

**Community service**-is a requirement of this course and all students receive guidelines as to how to participate actively and positively in the community. Students will also start off the year reinforcing the traits of citizenship, which ties directly into community service.

**Approaches to learning**-is really what this course is about. Students develop the skills to apply their learning, problem solving and critical thinking to make the connections necessary to be a leader. Students will work in various situations, both independently and collaboratively, to further understand the connections they find in class and apply them to real and current situations.

#### **IV. Assessment**

Students are assessed continuously and in a variety of ways to check for understating and identify areas that need to be reviewed. Pre, post as well as formative and summative assessments will be used to make sure all lessons are targeted appropriately. Program assessments include; pre-tests, essays, both individual and group presentations, timelines, graphic organizers, research projects, analysis of documents and artifacts, current events activities, unit tests, performance assessments, Internet research and all students must participate actively in discussions allowing the teacher to continually assess knowledge on an informal and fluid basis.

**Criteria A-Knowledge**

**Criteria B-Concepts (Time, Place and space, Change, Systems, Global Awareness)**

**Criteria C-Skills (Analytical, Decision-making, Investigative)**

**Criteria D-Organization and presentation**

#### **V. Resources:**

Textbook: *Call to Freedom (Holt)*  
*World Geography (McDougal Littell)*

Misc.: Aerial Photographs  
Atlases  
Local and world maps  
Primary documents & artifacts

Technology: Projector

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## MYP Year 2 Humanities

### Course Description:

The course begins with the analyzing the nature and causes of the American Civil War, and its ramifications on the entire world. Other major course topics will include Reconstruction after the Civil War and western expansion. Immigration will be discussed as will the Industrial Revolution—both in America and abroad—as the catalyst for 20<sup>th</sup> Century imperial growth. Other topics will include America's rise as a world power and entry into World War I, followed by the Great Depression at home and around the world. Finally, the developing nationalist, socialist, and fanatical sentiments throughout the world will be covered as it relates to the impending world war.

This course will include the study of the rich and diverse contributions people of many backgrounds have made to American life and institutions while—at the same time—emphasizing our shared heritage as citizens and residents of both the United States and the world community. The curriculum requires that students acquire both core knowledge and a firm grasp of reasoning and practice in inquiry and research. Students will learn how to frame and answer major questions about the greater themes that weave their way through 19<sup>th</sup> and early 20<sup>th</sup> Century history. This course will present the academic content and skills in the four interrelated social studies disciplines of history, geography, civics/government, and economics. These areas are essential to understanding the human experience, both past and present. Additional emphasis is also placed on discussing how past events and attitudes can be seen in the modern world.

### Aims & Objectives:

#### Knowledge

- Know and use Humanities terminology in context
- Demonstrate knowledge by using descriptions and explanations, supported by facts.

#### Concepts

- Students analyze the human experience through time, recognizing the relationships of events and people, and understand the significant patterns, themes, ideas, beliefs, and turning points in American and world history.
- Students should show an understanding of humanity in past societies.
- Understand causes and effects of change.
- Understand and demonstrate international and intercultural awareness.

#### Skills

- Use and read maps, charts, graphs, and diagrams.
- Demonstrate an ability to both analyze key concepts and formulate guiding questions.

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#### Organization and Presentation

- Communicate information that is relevant to lesson topics.
- Organize information in a logically sequenced manner.
- Use referencing and bibliography to document sources of information.

#### Assessment

- This class will utilize a number of methods of assessment. Some of these methods may include:
  - Objective and subjective tests
  - Oral, scheduled, and pop quizzes
  - Short Essays
  - Essays
  - Presentations and projects

#### Topics:

- Citizenship and the Constitution
- The Slave System
- Northern and Southern Socioeconomic systems
- The Civil War
- Reconstruction
- Westward Expansion
- Immigration
- The Industrial Revolution in America
- America as a rising world power
- World War I
- The aftermath of World War I
- The Great Depression in America and abroad
- Early World War II
- American entry into World War II
- Relating current events to historical precedents

#### Teaching and Assessment including Criterion used:

##### Criterion A- Knowledge

- Students are diversely assessed (formative and summative)
- Students must demonstrate an understanding of historical terminology, chronology, historical issues and events, and political, social, and economic concepts.

##### Criterion B- Concepts

- Students will be able to build connections between eras and analyze changes over time.

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- Students will complete various projects to reflect how change has altered perspectives throughout history.

#### Criterion C- Skills

- Students must be expected to master the following skills: chronology, cause/effect, critical thinking, map skills, chart skills, reading comprehension of primary and secondary sources, analysis, synthesis, historical writing, and oral presentations.
- Student work will be assessed using criterion-referenced rubrics, including case studies, research projects, presentations, group studies, extended writing, and other projects.

#### Criterion D- Organization and Presentation

- Students will learn to use appropriate historical and geographic terms and concepts to convey correct information in a variety of written, oral, and visual formats.
- Students will learn the proper order for the various sections of essays, including Works Consulted/Cited, Cover Page, etc.
- For student presentations, a handout will be required to help understand proper organizational skills.

#### Areas of Interaction:

##### **Community Service**

- The course is geared towards creating cultural awareness between students and the world. Emphasis will be placed on students synthesizing their own beliefs as to how humans and their various cultures can have a profound impact on society as a whole.
- Students will be encouraged to become active in the community on a variety of social issues.

##### **Human Ingenuity**

- Students will study developments and innovations of humanity over time.
- Emphasis will be placed on the developments of political and economical systems as humankind seeks to create a utopian society.

##### **Environment**

- Students will assess the impact of developments of transportation and technology on the environment over time.
- Students will trace the development of globalization and its impact on the environment.

##### **Health and Social Education**

- Some emphasis will be placed on social history. That is, the students will focus on common living conditions for humanity over the period of history covered and discussed in the course.

##### **Approaches to Learning**

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- Students will learn and use the skills of historians to develop a greater understanding of history, how it is written, and how to most accurately write and think as a developing historian.

**Resources:**

**Textbooks**

Call to Freedom (Holt)

Civics: Responsibilities and Citizenship (Glencoe)

**Resource Materials**

Atlases

Maps

Internet

Various video and audio resources

Supplemental materials for Call to Freedom

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### **MYP 3 COURSE OUTLINE**

**Name of Course - Science**

**Level: 8th Grade**

#### **COURSE DESCRIPTION:**

The focus of 8th grade science includes students developing their critical thinking skills, processing and analyzing data through use of the scientific method in solving problems. Emphasis is placed upon student's ability to investigate a problem through scientific inquiry and questioning techniques and to reach a conclusion based on their results.

Writing skills will also be incorporated within each lab. The use of proper scientific language and its interpretation will be stressed throughout each unit. Students will be encouraged to expand their ideas of the science concepts by focusing on a global response to the problem.

#### **TOPICS**

The curriculum in 8th grade includes:

- Development of the Scientific Method**
- Chemistry**
- Physics**
- Cell Division**
- Genetics**
- Adaptation and Diversity of Living Things**

Throughout the course there are opportunities for students to reflect upon global awareness. Relevant issues pertinent to their lives will be discussed ie: cloning, genetic engineering, and global warming,

The Areas of Interaction include:

- Areas of Learning (Research, experimental design)
- Human Ingenuity (Physics, Chemistry)
- Community and Service (Genetics/Genetic Engineering/Cloning)
- Environments (Adaptation, Chemistry)
- Health and Social Education (Genetics, Chemistry)

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#### **TEACHING AND ASSESSMENT:**

Teaching is through multiple strategies incorporating hands-on activities, inquiry experiments, power points, etc. Within each topic a range of tasks will be addressed such as: essays, investigation write-ups, posters, oral presentations and computer based assignments. Discussions are student led and enhance the student learning.

Assessment will be ongoing including both formative and summative formats: Students will be evaluated on their level of achievement through the science rubrics. Furthermore, these rubrics will also evaluate student lab work, science journals, and major assignments. Descriptors identifying the 6 criteria for science assessment will be employed.

- One World
- Communication in Science
- Knowledge and Understanding of Science
- Scientific Inquiry
- Processing Data
- Attitudes in Science

Unit Questions with Assessment criterion

How is science used to solve specific problems in life and society? – Processing Data

How will global warming affect society? - One world

Seen one cell seen'em all? – Knowledge and Understanding of Science

What moves you? (Physics) – Communication in Science

Can we or should we? (Genetic engineering/cloning) – One World

Atoms – what's the small deal? (Chemistry) Knowledge and Understanding of Science

Matter – What's the matter with matter?

Is change permanent? On-going theme – Scientific Inquiry

#### **RESOURCES:**

8th Grade Textbook - McDougal Littell, Book 1, Book 2

Web sites covering topics within the curriculum.

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MYP year 2  
Science Course outline  
7<sup>th</sup> Grade

**I. Course Description**

This is an advanced science class. It utilizes inquiry based learning, focusing on geology and ecology. Labs and hands-on activities are used to enhance problem solving and critical thinking skills. The effects of science on the rest of the world will be explored.

**Internationalism**

Science's ever-present influences on the world will be studied throughout the year. Nature has shaped world history and society, and these effects will be explored. Scientists of varied nationalities and backgrounds will be covered.

**Aims and Objectives**

**Knowledge**

- Know the scientific method
- Apply scientific method in solving real world problems

**Concepts**

- Inquiry Process
  - Scientific Method
  - Experimental Design
  - Data Display
- Lab Safety and Procedures
- Ecology
  - Populations in Ecosystems
  - Social Perspectives
  - Food and Energy Webs
  - Dissection
- Earth in the Solar System
  - Eclipses
  - Seasons
  - Moon Phases
  - Moon and Tides
  - Constellations
  - Objects in Solar System
- Earth's Processes and Systems
  - Geologic Time
  - Minerals
  - Rocks
  - Plate Tectonics
  - Earthquakes
  - Volcanoes
- History and Nature of Science

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**Skills**

- Understand use of lab equipment
- Use Scientific Method to design experiments

**Organization and Presentation**

- Procedures and safety rules will be addressed and reinforced all year
- Topics are presented using varied techniques. Labs, power points, lectures, independent and group projects, and demonstrations are some of the techniques that will be utilized.

**II. Topics**

The interaction of man and his environment  
Nature's system of recycling.

**III Teaching and Assessment including Criterion**

**Criterion A: one world**

The understanding of the interdependency of science and society. Students will discuss how real world problems are solved using the different disciplines of science

**Criterion B: communication in science**

Understanding scientific terminology. Students will demonstrate an understanding of scientific terms and use the appropriate scientific language.

**Criterion C: knowledge and understanding of science**

Understand the main scientific ideas and concepts of science. Students will develop critical thinking skills to analyze and evaluate scientific information.

**Criterion D: scientific method**

Design and perform independent scientific investigations. Students will apply the scientific method to develop their own experiments.

**Criterion E: processing data**

Organization and processing of data. Students will organize data in a diagrammatic form.

**Criterion F: attitudes in science**

Safety, respect, and collaboration. Students will be encouraged to display proper attitudes and behaviors in a laboratory situation.

**Areas of Interaction**

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- **Environment:** This stresses the importance of conservation and maintaining the natural world. Students will explore the cycles in nature and discuss the lesson humans can learn from this.
- **Human Ingenuity:** This studies the creative, inventive nature of mankind. The students will study some of the scientists that have shaped modern science and the tools that are used to make modern discoveries.
- **Health and Social Education:** Respect for the body and mind is emphasized in science. Students will study some of the affects that the world at large has on them, and how to live a healthier life.
- **Approaches to learning:** The students will learn in varied ways, both co-operative and individual. Labs, papers, and projects are all utilized during the course.
- **Community Services:** Students will be encouraged to look at the world outside the classroom and act responsibly. Causes that are connected to the disciplines of science will be explored.

#### **IV. Resources**

McDougal Littell Science Books:

Space Science  
Changing Earth  
Earth's Surface  
Ecology  
Life Over Time

Sepup Lab-aids: Issues & Earth Science; Rocks, Minerals, and Soils  
Earth and Solar System

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**MYP Language A (English) Year 1 (Grade 7)  
Course Outline**

**I. Course Description**

This course covers the reading process, exposure to and examination of literary, and informational texts. This includes fiction, nonfiction, and biographies as well as myths, legends, and folk tales. Further, the course provides opportunities to review, enhance, and apply the skills of writing to reflect various tasks. Enrichment, through extension lessons, will allow students to apply, analyze, synthesis, and evaluate their knowledge gained.

**International Awareness**

In addition, this course will begin to look at cultures through literature. Parallels will be drawn from their experiences and new experiences will be developed to help build an appreciation of global cultures.

**II. Aims and Objectives**

The Aims and Objectives are guided by the Arizona State Standards and Year 2<sup>(7<sup>th</sup> grade)</sup> MYP's published standards. They include the following, but are not limited to.

Reading:

Using Cultural analysis of vocabulary words  
Using reading strategies appropriate for the type of reading  
Analyzing selections of fictional and instructional texts  
Identifying author's purpose  
Comparing and Contrasting

Writing:

Write a summary  
Write an expository essay  
Write a report  
Write a personal narrative  
Write formal communications  
Write a literary response  
Write with correct conventions

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Viewing and Presenting:

Analyze visual media  
Plan, develop, and produce visual presentations  
Compare, contrast, and establish criteria to evaluate media

Listening and Speaking:

Prepare and deliver an organized speech/message  
Prepare and deliver an oral report in a content area  
Prepare and respond to an interview  
Predict, clarify, and analyze information and point of view

**Topics**

Elements of Fiction  
Grammar  
Vocabulary and Spelling – roots based  
Expository text  
Autobiographies and Biographies  
Poetry  
Persuasive Writing  
Business and Friendly Letters  
MLA format  
Novel Studies (variety of genres)  
Drama  
Folktale and mythology  
Public Speaking and Presentations  
Cultural Studies  
Career Studies

**III. Integration of Areas of Interaction**

One of the primary aspects of the MYP program is the implementation of the five areas of interaction (AOI). Throughout the year, the different units will be looked at with one or two AOIs in mind. The five AOIs are:

Approaches to Learning (ATL) – explore different approaches to their learning

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Community and Service – encourage active participation in the community through development of citizenship

Human Ingenuity – explore various forms of work that can be inspired by individual's creativity

Environment – discover interdependence with environment

Health and Social Education – exploration and development of physical, social, and emotion health

#### IV. Assessment

The MYP method of assessment (evaluation) is based on rubric, which comprises content, organization, and style/language. The assessments are modified to fit the many ways students demonstrate understanding: debates, investigations, hands-on experiments, written responses, class discussions, and projects. The 6 Traits of Writing rubric will also be used to assess student writing.

Criteria A-Content

Criteria B-Organization

Criteria C-Language

#### A variety of text will be used, including:

Textbooks:

The Language of Literature (McDougal Littell)

Language Network (McDougal Littell)

Vocabulary Workshop volume A-H (Sadler-Oxford)

Students will have class and independent novels that they will be working on throughout the year. Recommended reading will be given.

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Course Outline: Language A-English Level: Year 2 (8<sup>th</sup> grade)

**I. Course Description**

**A. Focus and Purpose**

The focus and purpose of the Language Arts program is to improve student skills in the areas of speaking, listening, reading and writing. The reading component includes the study of novels, short stories, plays, biographies, poems, magazine and newspaper articles, as well as nonfiction pieces of writing. The works chosen are from different parts of the world and written by male and female authors of various nationalities. Student-selected independent reading is ongoing throughout the school year with various types of assessment. A minimum of 4 major works of literature, in addition to selections from the Language textbook, are studied, including selections from historical fiction, drama/play, allegory, and autobiographical genres.

The focus of the writing component of the course will include instruction and practice in personal writing, such as narrative, journal, and responses to literature; creative writing such as myth and poetry; informative and expository writing such as description, research report, single paragraph summary, observation report and explanation; and persuasive writing which will include letter, advertisement and slogans.

Listening and speaking activities are included in assessments for reading and writing.

**B. Intercultural Awareness**

One of the key concepts of the State Standards is that of historical and cultural aspects of literature. Woven throughout the course are literary and expository readings of different genres by world authors to emphasize the commonality of themes through time and space. In addition, the 8<sup>th</sup> grade students will have the opportunity to read short stories by authors other than American or British, to gain a better understanding of another culture and its history.

**C. Aims and Objectives**

• **Reading**

○ **Process**

- Study of Latin/Greek stems to aid in inferring word meaning from context
- Connotation and denotation of words
- Reading orally

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- Reading strategies for different types of text
- Journaling
- Comprehension of Literary Text
  - \* Identify elements of fiction
  - \* Figurative Devices
  - \* Reading strategies of predicting, questioning, summarizing, evaluating, and concluding
  - \* Identify a writer's perspective or a character's motivation
  - \* Compare themselves and their own experiences with literary characters to enrich understanding
  - \* Reflect on and discuss issues and topics that emerge when reading (relate situations to current events—intercultural awareness and internationalism)
- \* Comprehension Informational Text
  - \* Fact vs. opinion
  - \* Compare and contrast summary to original text
  - \* Identify central argument
- Writing
  - Process: prewriting, drafting, revising, editing, presenting
  - Components: ideas/content, organization, voice, word choice, sentence fluency, conventions
  - Applications
    - Expressive
      - Personal narrative emphasizing plot, dialogue, place description, and figurative language
      - Journaling for notes, thoughts and opinions, and reflection
    - Expository: multi-paragraph essay emphasizing introduction, thesis statement, topic and concluding sentences, transitions, incorporation of sources, and conclusion
    - Functional: business letter emphasizing format and structure
    - Persuasive: business letter emphasizing personal position and support
    - Literary response: literary analysis emphasizing theme
    - Research
      - Incorporation of source material into expository, persuasive, and literary response
      - Quote, paraphrase, summary
      - Plagiarism
      - MLA format for documentation
- Speaking/Presenting
  - Class discussion in small and large group settings
  - Oral assessment through Socratic seminar format

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- Presentation of projects
- Listening/Viewing
  - Building upon other's opinions and proof to further discussion
  - Critiquing live and/or video presentations
  - Comparing and contrasting film and text
  - Note taking from visual media

#### **D. Topics**

- Reading
  - Epic
  - Novel
  - Drama
  - Nonfiction
  - Supplemental poetry
  - Literary analysis
- Writing
  - Personal narrative
  - Business letter
  - Literary analysis
  - Expository
  - Persuasion
  - Research/MLA
- Language
  - Sentence
  - Syntax
  - Grammar, usage, and mechanics
  - Vocabulary/Latin and Greek stems
- Speaking/Presenting
  - Socratic seminars
- Listening/Viewing
  - Film comparison
- Other ATL skills
  - Cornell note taking
  - Thinking maps
  - Time management
  - Personal organization

### **III. Teaching and Assessment**

#### **A. Teaching**

- Teaching methods vary greatly because of the required standards. The dominant methods include cooperative learning, small and large group discussions, process writing, direct instruction, modeling, and close reading.

#### **B. Assessment**

- A variety of formative assessments, including peer assessment, is used prior to the summative assessment for each unit
- Essays are graded using Criteria A, B, and/or C of MYP rubric

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- Written projects are graded with individual rubrics designed to meet the needs of the project incorporating appropriate criteria A, B, and/or C where applicable
- Formal oral presentations will be graded with individual rubrics designed to meet the needs of the presentation incorporating appropriate criteria A, B, and/or C where applicable
- Socratic seminars are graded on a graduated scale of difficulty as this is an unfamiliar form of assessment for students

#### IV .Resources

##### A. Major Works

- |                                    |                     |
|------------------------------------|---------------------|
| * <i>Animal Farm</i>               | George Orwell       |
| * <i>Fahrenheit 451</i>            | Ray Bradbury        |
| * <i>The Giver</i>                 | Lois Lowry          |
| * <i>Flowers for Algernon</i>      | Daniel Keyes        |
| * <i>A Midsummer Night's Dream</i> | William Shakespeare |
| * <i>The Tempest</i>               | William Shakespeare |
| * <i>Diary of Anne Frank</i>       |                     |
| * <i>Great Expectations</i>        | Charles Dickens     |

##### B. Supplemental Materials

- *The Language of Literature* (McDougal Littell)
- *MLA Handbook*
- *Mythology and You* Donna Rosenberg & Sorelle Baker
- Instructional Videos
- Internet (Web sites related to each work are utilized)
- *Adventures in World Literature* (Harcourt, Brace)

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## **IB Diploma Programme course outlines**

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

**Name of the teacher who prepared the outline:**

**Name of the course:**

For example, English A1, HL.

**Course description:**

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

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**Course Description:**

"Biology is an experimental science that combines academic study with the acquisition of practical and investigational skills. Apart from being a subject worthy of study in its own right, biology is a prerequisite for many other courses in higher education, such as medicine, pharmacology and environmental science, and serves as useful preparation for employment.

The Diploma Programme biology course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both higher level and standard level, and therefore accommodates students who wish to study science in higher education and those who do not." (International Baccalaureate Organization)

Students should achieve the following objectives:

1. Demonstrate an understanding of:
  - a. scientific facts and concepts
  - b. scientific methods and techniques
  - c. scientific terminology
  - d. methods of presenting scientific information
2. Apply and use:
  - a. scientific facts and concepts
  - b. scientific methods and techniques
  - c. scientific terminology to communicate effectively
  - d. appropriate methods to present scientific information
3. Construct, analyze and evaluate:
  - a. hypotheses, research questions and predictions
  - b. scientific methods and techniques
  - c. scientific explanations
4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

The aim of this course is to integrate a rich laboratory program during which students are expected to use collected data in order to answer/ address biological problems. Evolutionary themes unify all disciplines within Biology, and will be interwoven throughout the entire course. The theme "change in a population over time", for example, will be emphasized during labs, homework assignments, lectures and individual readings. Upon completion of this course, student will be able to demonstrate laboratory skills and application of biological methodologies. They will practice finding and using patterns in collected data to address scientific queries, exhibit mastery of the major principles of biology. Lastly, all students will become versed in the application of biological knowledge and critical thinking to environmental and social concerns; as they apply to nations and peoples throughout the world.

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**Assessment:**

**Teaching/Learning Strategies**

- 1. Independent Learning Strategies**
  - i) Homework
  - ii) Small group discussions
- 2. Inquiry and Research Models**
  - i) Decision-Making Models Research Process
  - ii) DCP, CE portions of lab reports
  - iii) Problem-Based Models
- 3. Technology/Media-Based Applications**
  - i) Internet TechnologiesComputer simulations
- 4. Thinking Skill Strategies**
  - i) Design portion of lab report
  - ii) DCP, CE portions of lab reports
  - iii) Problem Solving
  - iv) Use of manipulatives

**Scope and Sequence:**

**A. Overarching questions:**

- How can we come to know the natural world and our place in it?
- How do cause and effect determine the structures and functions of the living world?
- How do molecules, genes, cellular structures, homeostatic functions, development, energetics, evolution, ecology and behavior interrelate in living systems?

**B. Ten units, each 3-4 weeks (about 8-10 class periods) in length, organized around enduring understandings and essential questions:**

**Time Parameters: Each unit will be taught over a period of three to four weeks**

**Topics**

*Standard Level/First year of Higher Level Course*

- I. Biology – introduction
  - A. Biology – definition
  - B. Safety
  - C. Terminology
  - D. Scientific method
  - E. Statistics (Variance and Standard Deviation)
- II. Cytology – the study of the cell (Core)
  - A. Cell theory
  - B. Eukaryotic and prokaryotic cells
  - C. Membranes
  - D. Cell cycle

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- III. Cell Processes (Core)
  - A. Respiration
  - B. Photosynthesis
  
- IV. The chemistry of life (Core)
  - A. Chemical elements and water
  - B. Organic molecules
  - C. Enzymes
  - D. DNA molecular structure
  - E. Protein synthesis
  
- V. Genetics (Core)
  - A. Chromosomes, genes, alleles, and mutations
  - B. Meiosis
  - C. Theoretical genetics
  - D. Molecular genetics, biotechnology, genetic engineering
  
- VI. Ecology and Evolution (Core)
  - A. Communities and ecosystems
  - B. Populations
  - C. Evolution
  - D. Classification
  - E. Human Impact
  - F. Biological interactions – photosynthesis and cellular respiration
  - G. Demographics of people in ecosystems
  
- VII. Evolution (Option SL/HL)
  - A. Origin of life
  - B. Natural Selection
  - C. Evidence of evolution
  - D. Human evolution
  
- VIII. Ecology and Conservation (Option SL/HL)
  - A. Species
  - B. Communities
  - C. Ecosystems
  - D. Biological diversity and conservation
  
- IX. Human Health and Physiology (core)
  - A. Digestion
  - B. The transport system
  - C. Pathogens and disease
  - D. Defense against infectious disease
  - E. Gas exchange
  - F. Homeostasis and excretion
  - G. Reproduction
  
- X. Internal Assessment (IA)

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- A. Investigations (25)
- B. Group 4 project (15)

### **Assessment**

#### Tests

- Essay questions
- Multiple choice
- Short answer
- Problem-solving

#### Quizzes

Quizzes will include questions focused on specific topics designed to encourage daily reading, participation, and engagement.  
Laboratory Notebooks

A concise and detailed laboratory journal is required for each student. It contains the student's lab write-up and grading.  
Formal laboratory write-ups are required once every nine weeks.

#### Laboratory analytical thinking

The student is challenged with problems where a laboratory-based solution is required. An explanation of the design is documented.

### **Topics**

#### *Second Year of Biology HL*

##### Genetics applications

- Cell reproduction
- Dihybrid crosses
- Autosomal gene linkage
- Statistics
- Polygenic inheritance
- Biotechnology – Option F.5 extension/HL

##### Taxonomy

- Classification
- Kingdoms
- Human demographics – impact on ecology – Option G.5/HL

##### Anatomy and Physiology

- Nervous system – Option E.7/HL
- Muscular system
- Excretory system
- Reproductive system
- Immune system

### **Assessment Techniques**

External and internal assessment will be utilized in IB Biology SL/HL.

#### *External Assessment*

In the form of three papers, this assessment comprises 76% of the IB Biology exam score.  
Paper 1 (20%) includes topical questions on biochemistry, genetics, human health and physiology; nucleic acids and proteins, photosynthesis and cellular respiration, reproduction, immune system and diseases, nervous and muscular systems, ecology, plants and evolution.

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any misunderstandings that students may have possessed. In this way, each student will have had multiple opportunities to master every given topic.

Students will be given a set number of the questions, to be completed over the before-mentioned breaks; thereby providing opportunities to prepare for the IB Exam. Students will be given a set of practice questions for Thanksgiving, winter break and spring break. Each student will be expected to answer the posed questions. Upon returning to class, their individual understanding will be assessed; in the form of an overall assessment or completion of an assignment based on the information covered in the packets. Students will be issued a summer assignment; which will be geared towards assisting their selection of a topic for their Group 4 project. Furthermore, during the weeks leading up to the, IB Exam, the students will be required to complete practice full-length exam. These tests will include past examinations of Papers 1, 2 & 3, and questions taken from IB exam test banks.

2. Final Assessment: 30%



**Evidence of Information Technology Integration:**

**Standard 1: Ethics** - Use information and technology systems responsibly and ethically.

1. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
2. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.
3. Accurately credit all sources, including graphics, music, and text using APA style citations and reference.

**Standard 2: Foundation** - Understand basic operations and concepts.

1. Make informed choices among technology systems, resources, and services.
3. Identify, diagnose, and apply solutions for nonfunctioning technology systems.

**Standard 3: Productivity** - Use information and technology tools, both collaboratively and individually, to produce quality analytical and creative works and to communicate various forms of information effectively.

1. Select and use technology tools and resources for managing and communicating personal/professional information. (e.g. finances, schedules, addresses, purchases, correspondence).
2. Locate and use appropriate electronic sources, including CD-ROM databases, on-line databases, on-line college applications, newsgroups, listservs, community, academic and government sources.

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3. Disseminate acquired data using multimedia tools.
4. Routinely and effectively use on-line information resources to meet needs of collaboration, research, publications, communications, and productivity.
5. Validate information resources for appropriateness, bias, and accuracy.
6. Create a multipage document in conjunction with other tools that demonstrate the ability to format, edit and print.
7. Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.
8. Collaborate with others to use technology to compile, synthesize, produce, and disseminate information, models, and other creative works via a web site, printed publications, movies.

**Standard 4: Research** - Use information and technology tools, both collaboratively and individually, for research, problem solving, and decision-making.

1. Use a variety of electronic sources to access resources and media.
2. Apply sophisticated search techniques to collect, interpret, & publish a research project.
3. Construct a spreadsheet or database, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret results in "if-then" situations. (IB portfolio).
4. Evaluate and annotate information sources for accuracy, relevance, and appropriateness.
5. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
6. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
7. Evaluate and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.
8. Use clear research questions to develop creative and critical research strategies. (e.g., field studies, oral histories, experiments, electronic sources.)
9. Use systematic strategies (e.g., outlining, anecdotal scripting, annotated bibliographies) to organize and record information.
10. Achieve balance between research information and original ideas in a research report.
11. Analyze several records of a single event and explain the perceived reasons for the similarities and differences in records.
12. Use information derived from primary and secondary sources to support or enhance an argument; include information from relevant perspectives, taking the validity and reliability of sources into consideration.

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13. Develop a research strategy, possibly using a graphic planner for gathering, sorting, sifting, organizing, synthesizing, evaluating and reporting data.

**Resources:**

Campbell, Neil A., J. Reece, and L. Mitchell. *Biology, 5<sup>th</sup> edition* (1999) and accompanying software

Campbell, Neil A., J. B. Reece, M. R. Taylor, and E. J. Simon. *Biology Concepts and Connections, 5<sup>th</sup> edition* (2006) and accompanying software

Campbell, Neil A., J. B. Reece, M. R. Taylor, E. J. Simon and R. M. Liebaert *Biology Concepts and Connections Study Guide, 5<sup>th</sup> edition* (2006) and accompanying software

Diploma Program: Biology Syllabus. IBO. Geneva: The International Baccalaureate Organization, 2001. <  
<http://occ.ibo.org/ibis/documents/dp/gr4/biology/d4biologui03051e.pdf>>.

IB Biology Question Bank. International Baccalaureate Organization. 2006

Online Curriculum Center. International Baccalaureate Organization <<http://occ.ibo.org/>>.

For group 4 subjects:

The teachers organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course. This course provides adequate training in analytical and critical thought. The Chemistry and Biology instructors collaborated to determine the types of projects deemed appropriate.

Additional topics include: *Do heat waves from a microwave oven destroy the germinating ability of bean seeds? Are the effects of the microwave consistent on differing types of seeds?* In this case, students will have to

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research heat waves and microwaves, as well as discuss the biology of germination and monitor the process to develop a formal lab report.

- *Have the teachers organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course?*

Appropriate laboratory exercises have been designed in accordance with the IB requirements. The labs are richly challenging, interesting and adequately meet the needs of the students. Specifically, students will conduct double digestion and gel electrophoresis labs, transformation labs and creations of cDNA libraries.

- *Does the course provide adequate training in analytical and critical thought?*

The course is geared towards training students to develop analytical skills and an ability to ask critical questions in the process learning. Data from recent publications will be given to students. They will be required to refer to the topic(s) currently being discussed to analyze and draw sound conclusions based on the published data. The written conclusion will then be issued to each student. They will then be required to explain any differences between their summation of the data and that of the published researchers.

- *Have science teachers collaborated and planned for the group 4 project?*

The chemistry and biology teachers are planning collaboratively for the group 4 project. Some ideas for Group 4 project include: *Do heat waves from a microwave oven destroy the germinating ability of bean seeds?* In this case, students will have to research heat waves and microwaves, as well as discuss the biology of germination and monitor the process to develop a formal lab report. 10-15 hours will be designated for student independent study. Students will be also be encouraged to complete a photosynthetic laboratory using a variety of leaves, not restricted to leaves germane to Maryland. Students will be required to extract the chlorophyll content of each leaf, using an alcohol solution. The leaves will then be treated with an Iodine solution, in order to determine the photosynthetic regions of each leaf; based on darkly stained starch-rich regions. Students will then graph data, and extrapolate the rate of photosynthesis in a given international region. Additionally, they will conduct an experiment involving thin layer chromatography for the separation of chlorophyll a & b and its analysis associated with the electromagnetic spectrum. Students will also be encouraged to make a determination of the indigenous plants ability to remove toxins (such as carbon dioxide) from the atmosphere; in relation to a communities' carbon footprint. Moreover, students will be required to complete a research based investigation such as analyzing the efforts of the Chesapeake Foundation to restore the oyster population in the Chesapeake Bay.

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- *How do you envision that the methodology and resources with which the sciences are presented will enhance the international perspective of your students?*

The science classrooms and laboratories have science equipment, computers, chemicals and other teaching resources that can effectively support IB science classes. In addition to these, more computers, chemicals and equipment will be purchased in the next school year (July 2008). Additionally, Crossland High School subscribes to a variety of appropriate scientific periodicals and journals and maintains balanced, current and adequate stocks in the life and physical sciences. They are housed in the Media Center. Students will be required to utilize the above-mentioned resources in order to analyze questions such as “the effect of excessive use of CO<sub>2</sub> on environments such as those found in the tropics, deserts and tundra’s. What if any connection can be drawn between pollution and weather?”

- *Has there been an assessment of the laboratory facilities?*

The laboratory facilities currently support AP Chemistry and AP biology classes. These facilities were recently evaluated and considered adequate for IB chemistry and IB Biology. The designated IB labs contain state of the art equipment, including fume hoods, incubators, multiple sinks, showerheads, eyewash stations, glassware and an abundance of storage areas and workspaces. Each room contains a separate and distinct lecture space. The laboratory area also houses computers and probe-ware which will be essential as students generate graphs from data, and make regular use of on-line resources for reference materials.

- *Is there adequate instructional space for the group 4 courses?*

There are 10 laboratories in the school where a student can conduct a science investigation.

- *Are the science laboratories adequately equipped to perform those exercises required by the IB Diploma Programme curriculum?*

The laboratories are adequately equipped to perform the exercises required for the IB diploma programme.


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**For theory of knowledge:**

- Is the TOK course designed to conform to IBO requirements in substance and classroom hours?
- Indicate the distribution of TOK topics over the two years of the IB Diploma Programme.
- Does the course provide adequate training in analytical and critical thought?

**List of Topics**

- Knowers and knowing. What is Theory of Knowledge?
- Ways of Knowing Perception Language: Is knowing an act of science? To what extent is our knowledge affected by our logic, or findings? How do we think? Does it work? What affect does one's emotions have on the research conducted?
- Areas of Knowledge Mathematical Knowledge : In relationship to the natural sciences (physics, biology and chemistry) what does 'ought' mean to individuals? How can we know what is right? Does 'ought' mean the same thing to societies and governments?

**For all subjects:**

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Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted? **The library/media center and one of eight science labs have been thoroughly reviewed for available and necessary resources. The media center is in the process of being upgraded in terms of audio resources and equipment. A review of seven other science labs is planned, although equipment, chemical storage and safety issues are not a concern. Primarily, labs are conducive for IB science courses. The purchase of additional classroom computers is planned.**

- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? **Instructional materials are adequate to support the program; however, all classrooms will benefit from the addition of new software and textbooks that support international mindedness in their areas of instruction. We are identifying and listing additional audio books, CD's and textbooks that we will order.**
- Are community resources used both within the classroom and as part of regular field trips? **Definitely. Classroom resources and community resources are integrated in instruction and in all disciplines. Guest speakers, Career Day activities, community service, field trips, including those to museums, science centers, theatres, government offices and embassies are used as resources.**
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated? **A review and survey of needs has been identified for each subject and communicated to appropriate persons in county offices. Some of the needs are currently being addressed. Others are pending the next fiscal (July) budget.**
- Is an international perspective included? **An international perspective is included in course descriptions. Teachers are excited about thematic, cultural, and international mindedness being used to define best practices.**

IB Application B

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## IB Diploma Programme Course Outlines

The following points should be addressed when preparing course outlines for each IB Diploma Programme subject to be taught. Please be sure to use IBO nomenclature throughout.

### Name of the course:

For example, English A1, HL.

English A1, HL

### Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

In this two-year course, students will study the literature of a variety of cultures across a range of periods, genres, styles, and contexts. They will do close readings and annotate their texts so that they can effectively analyze, interpret, and evaluate the pieces under consideration using textual evidence to support their points through discussion and writing. The expectation is that students will independently apply the strategies which are practiced in the course when they encounter new works and consider their audiences and purposes as they communicate their findings with others. Students will not only be encouraged to react on a personal level to literature, but they will also be asked to offer constructive criticism relative to structure, technique, and style and to compare pieces of literature. The IB programme at Kennebunk High School will foster the free movement of ideas across all boundaries and will offer a variety of opportunities for all students to explore the perspectives of other societies within the global community.

In the English A1 HL course, four components of the IB learner profile will be specifically addressed. Students will be:

- inquirers in that they will acquire the reading, writing, and thinking skills to analyze unfamiliar pieces of literature and make connections among pieces of literature
- knowledgeable in that they have explored themes with global relevance and importance and have acquired a critical mass of significant knowledge that will be used to explore literature from around the world
- risk takers in that they will be able to engage in independent textual commentary without anxiety and will have the confidence and independence to articulate and defend things in which they believe
- open-minded in that they respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and

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considering a range of points of view expressed through literature  
By studying literature from multiple cultures, students will gain a global perspective and come to know the universal nature of the human experience. The tolerance and empathy for others that comes from reading, analyzing, and discussing literature will broaden their perspectives so that they can become articulate citizens of the world.

Since writing provides a way of interpreting the world, Language A1 is closely connected to TOK. By studying literature, the reader can see how a culture views the world. Not only does the literature express the cultural values, but it is also the medium of communication, and, as such, it directly connects to all the "ways of knowing". Language is the medium; words are used to reason; emotion is conveyed via the connotations of words and the use of imagery; and perception is influenced by the language used. When students develop the "voice of the knower", they use language to relate literature to their personal experiences. In the end, literature help us to look at the world from a different perspective, and language provides the medium for us to engage in critical discussions.

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**Topics:**

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with AP or other curricula, outlines should address additional non-IB topics to be covered.

**YEAR 1**

**In semesters 1 and 2 of their junior year, students will study English A1 HL according to the following outline:**

**I. School's Free Choice:** school-selected works to be studied in depth

Four works as specified in the PBL. Three must be written originally in English, selected from the PBL or elsewhere. One must be a world literature text and may be selected from the PWL or elsewhere.

- The Things They Carried
- Growing Up
- Into the Wild
- Things Fall Apart

**II. World Literature:** the study and interpretation of literature from other cultures; each work is translated into English from its original language

Three works from the Prescribed World Literature list studied in translation and linked by theme.

**Texts:**

- Like Water for Chocolate
- House of Spirits
- Chronicle of a Death Foretold

**YEAR 2:** In the first and second semesters of their senior year, students will study English A1 HL according to the following outline:

**III. Detailed Study:** the in-depth analysis of style and content of a variety of genres

Four works selected by authors listed in the Prescribed Book List, including one Shakespearean play, and at least three works, each of a different genre (novel and short story, poetry and prose) from 2.2, 2.3, or 2.4 in the PBL.

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**Texts:**

- Hamlet
- Running in the Family
- A Portrait of the Artist as a Young Man
- Selected poems of Hughes and Whitman

**IV. Group of Works: Novel and Short Story**

Three works by authors listed in the PBL. A fourth work must be a world literature text and may be selected from the PWL or elsewhere of the same genre.

**Texts:**

- Their Eyes Were Watching God
- The Handmaid's Tale
- Tess of the D'Urbervilles
- The Metamorphosis

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**Assessment:**

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

<b>External Assessment</b>		<b>70%</b>
<b>Written Paper Component</b>		<b>50%</b>
Two written papers, externally set and externally assessed.		
<b>Paper 1 Commentary</b>	<b>2 hours</b>	<b>25%</b>
Written commentary based on poetry or another text to which the techniques of literary criticism can be applied.		
Two unseen texts for commentary; no guiding questions. One commentary to be written on one of the texts.		
<b>Paper 2 Essay</b>	<b>2 hours</b>	<b>25%</b>
Two essay questions on each genre available for study in Part 3, Groups of Works, and four essay questions of a general nature.		
One question only to be answered, based on the Part 3 works studied and, if relevant, a Part 2 work of the same genre.		
<b>World Literature (WL) Assignments</b>		<b>20%</b>
Two assignments written during the course and externally assessed, Each 1000 – 1500 words.		
<b>Assignment 1</b>		<b>10%</b>
Comparative study of at least two Part 1 works.		
<b>Assignment 2</b>		<b>10%</b>
Based on work(s) not used in Assignment 1		
Assignment 2a: Comparative Study (1 WL work and 1 Language A1 work)		
Assignment 2b: Imaginative or Creative Assignment (1 WL work, or 1 WL and 1 Language A1 work)		
Assignment 2c: Detailed Study (1 WL work only)		
<b>Internal Assessment</b>		<b>30%</b>
<b>Oral Component</b>		
Two compulsory oral activities to be internally assessed by the teacher and		

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externally moderated by the IBO.

**Individual Oral Commentary**    15 minutes    15%

Commentary on an extract, chosen by the teacher, from one of the Part 2 Works studied. Extract accompanied by guiding questions.

**Individual Oral Presentation**    10-15 minutes    15%

Presentation of a topic, chosen by the candidate, based on Part 4 work(s).

**School Assessment**

For each work in the syllabus, students will write literary reactions, write 3-5 page papers, take reading quizzes, do close readings (written and oral), participate in individual book conferences, contribute to small and large group discussions in class, and take in-class short answer and essay exams.

**Weight of School Assessments:** 34% writing  
33% literature  
33% discussions/presentations/oral analyses

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**Resources:**

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Books:

- ██████████ The American transcendentalists, their prose and poetry. Garden City, N.Y., Doubleday, 1957.
- Adoff, Arnold. Black on black; commentaries by Negro Americans. New York, Macmillan [1968]
- Halleck, R.P. Romance of American Literature. American Book Co., c1934
- African American writers. Evanston, IL : Nexttext, c2001. Presents a selection of poems, short stories, novel excerpts, essays, and other writings by African-American authors, grouped by theme, with biographical introductions, and vocabulary notes.
- Blankenship, et al American Literature. Scribners, c1937
- Asian American writers. Evanston, Ill. : Nexttext, c2001. Presents a selection of poems, short stories, novel excerpts, memoirs, and other writings by Asian American authors, grouped by theme, with biographical introductions, and vocabulary notes.
- American modernism. San Diego, Calif. : Greenhaven Press, [1999], c2000. Contains twenty essays in which various authors explore the nature and history of American Modernism.
- American romanticism. San Diego, CA : Greenhaven Press, [1999], c2000. A collection of critical articles that analyze the important literary works of the American romanticism era.
- Cambridge history of American literature. Macmillan, c1917
- Emerson, Everett Major writers of early American literature. U. of Wisconsin, c1972
- Literary history of the United States. New York, Macmillan, 1963-72. [1] History.--[2] Bibliography. Bibliography supplement.--[3] Bibliography supplement II.
- Westbrook, Perry D. The New England town in fact and fiction. Rutherford [N.J.] : Fairleigh Dickinson University Press ; London : Associated University Presses, c1982.
- Page, C.H. British poets of the 19th century. Sanborn, c1910
- British women fiction writers, 1900-1960 edited by Harold Bloom. Chelsea House, c1997-98
- Critical survey of literary theory. Pasadena, Calif. : Salem Press, c1987. v. 1-3. Authors, A-Sw. -- v. 4. Authors, Sy-Z, essays index.

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British writers Supplement II. Charles Scribner, c1992

Magill, Frank Northen, 1907- ed. Cyclopedia of literary characters. New York, Harper & Row [1963]

Great world writers. New York : Marshall Cavendish, c2004. Contains seven indexes for volumes one through twelve of "Great World Writers, Twentieth Century," and includes listings of writers by genre and country of origin, names of Nobel Prize winners, a glossary, and suggestions for further reading.

Great world writers. New York : Marshall Cavendish, c2004. Contains profiles of eight world authors, most of whose works were written between 1920 and 1970 and are readily available in English, each with a discussion of the individual's significance, a look at his or her life and works, a reader's guide to major works, photographs, and sources for further study. Arranged alphabetically from Spark to Walcott.

Leeming, David Adams; 1937- Encyclopedia of allegorical literature. Santa Barbara, Calif. : ABC-CLIO, c1996. Contains over 400 articles, arranged alphabetically, covering various aspects of literary allegory--a device in which characters, situations; and actions stand for ideas--covering the period from the Old Testament through postmodernist novels, and selected from Western, Indian, Middle Eastern, South American, and African works.

Magill's survey of world literature. New York : Marshall Cavendish Corp., c1993-1995. v. 1. Achebe-Chekhov -- v. 2. Christie-Gogel -- v. 3. Golding-Kipling -- v. 4. Kundera-Osborne -- v. 5. Ovid-Sophocles -- v. 6. Spark-Zola -- v. 7. Abe-MacDiarmid -- v. 8. MacNeice-Yourcenar. Cumulative indexes.

Masterpieces of women's literature. New York : HarperCollins, c1996. Features critical summaries and descriptions of the greatest works of literature by women authors.

World authors, 1970-1975. New York : Wilson, 1980. Presents biographies of 348 authors, most of whom came to prominence between 1970 and 1975.

World authors, 1985-1990. New York : H.W. Wilson Co., 1995. Provides accounts of 345 writers' lives and works, summaries of critical response, and bibliographies.

British writers. New York : Scribner, c1979-c1997. v. 1. William Langland to the English Bible -- v. 2. Thomas Middleton to George Farquhar -- v. 3. Daniel Defoe to the Gothic novel -- v. 4. William Wordsworth to Robert Browning -- v. 5. Elizabeth Gaskell to Francis Thompson -- v. 6. Thomas Hardy to Wilfred Owen -- v. 7. Sean O'Casey to poets of World War II -- Suppl. 1. Graham Greene to Tom Stoppard -- Suppl. 2. Kingsley Amis to J.R.R. Tolkien -- Suppl. 3. James M. Barrie to Mary Wollstonecraft -- Suppl. 4. [Eric Ambler to Jeanette Winterson, Cumulative index for volumes I-VII and supplements I-IV]. A collection of essays that provide information about authors who have made significant contributions to English literature, each containing a brief biography, a survey of principal writings, an assessment of the subject's work as a whole, and a bibliography.

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**Teaching time:**

List all classroom teaching hours for each HL and SL course.

HL/SL course	Teaching hours.
English A1, HL	240
	<i>(add rows as necessary)</i>

Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: Teacher of English

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materials to support the Language A1 curriculum as written. If we do not currently have the titles available, there is money in the English Department budget to purchase a class set of each.

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**For all subjects:**

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

A thorough review of the available resource materials and equipment (both within the department and in the library/media centre) has been conducted.

There are adequate materials, particularly in literature, criticism, and literary history to effectively support the aims and methods of the course. A computer lab was added during the summer of 2007 and an LCD projector was purchased for the Language A1 instructor, so those have been deleted from the "Resources Needed" in the June 1, 2007, application.

However, texts will need to be purchased to support the titles listed in the Language A1 course outline, as follows:

- Like Water for Chocolate
- House of Spirits
- Chronicle of a Death Foretold
- Their Eyes Were Watching God
- The Metamorphosis
- Like Water for Chocolate
- The Handmaid's Tale
- Tess of the D'Urbervilles
- Hamlet

Community resources will be used in that students will attend appropriate performances at neighboring theatres, including, but not limited to, Hackmatack Theatre, Seacoast Repertory Theater, and the Merrill Auditorium whenever their performances correlate with our units of study. Community members with connections to other countries will provide students with ways of knowing other cultures.

An international perspective is included. In Language A1, the students will have a variety of opportunities to foster the growth of international mindedness. For example, students will read a total of four pieces selected from the Prescribed World Literature list, and they will discuss and write about the universal human experience that transcends borders after doing close readings of literature from a variety of cultures.